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ABSTRACT

The developmental guidance experiences (DGEs) presented in this document are interded for the elementary and secondary levels. They are structured for use with peer groups in personal and open discussion about both sides of a moral or ethical issue related to a developmental task, and to help students become more aware of their feelings and practice expressing them. The DGEs also emphasize positive growth experiences which foster human dignity and worth in a manner consistent with a humanistic viewpoint. The introduction contains discussion of (1) 9 developmental tasks of middle childhood (ages 6-12), such as learning physical skills necessary for ordinary games, learning to get along with age mates, learning an appropriate sex role, developing emctional freedom; (2) 10 developmental tasks of the adolescent, such as achieving new and more mature relations with age mates of both sexes, selecting and preparing for an occupation, desiring and achieving socially responsible behavior; and (3) suggestions for starting the use of DGEs in the classroom with the help of the teacher, and benefits of using the DGEs. The 9 elementary DGEs and 16 high school DGEs included were developed and field tested by 30 teachers and counselors. Each DGE is structured under the following headings: Developmental tasks, purpose, level, materials, suggested procedures, questions, comments, references, followup, and evaluation. Materials used in each DGE are included. (TA)

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CLASSROOM GUIDANCE: AN INTRODUCTORY APPROACH TO HUMANISTIC EDUCATION

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TABLE OF CONTENTS

	Page
Introduction	1
Developmental Tasks of Middle Childhood (Ages 6-12)	6
Learning Physical Skills Necessary for Ordinary Games	6
Building Wholesome Attitudes Toward Oneself as a Growing Organism	6
Learning to Get Along with Age Mates	7
Learning an Appropriate Sex Role	7
Developing Fundamental Skills in Reading, Writing, and Calculating	7
Developing Concepts Necessary for Everyday Living	8
Developing Conscience, Morality, and a Scale of Values	8
Developing Attitudes Toward Social Groups and Institutions	9
Developing Emotional Freedom	9
Developmental Tasks of the Adolescent	9
Achieving New and More Mature Relations with Age Mates of Both Sexes	9
Achieving a Personally Acceptable Masculine or Feminine Social Role	10
Accepting One's Physique and Using the Body Effectively	10
Achieving Emotional Independence of Parents and Other Adults	10
Achieving Assurance of Economic Independence	11
Selecting and Preparing for an Occupation	11
Preparing for Home and Family Life	11
Developing Intellectual Skills and Concepts Necessary for Civic Competence	12
Desiring and Achieving Socially Responsible Behavior	12
Acquiring a Set of Values and an Ethical System as a Guide to Behavior	12
Developmental Guidance Experiences: Definition, A Starting Point, and Payoffs	13
How to Introduce DGE's to the Classroom	14
What's In It For You: The Counselor....The Teacher?	14
Actual Developmental Guidance Experiences (DGE's)	15
Bibliography	16
Appendix A - Elementary	17
Purpose	
To Develop Acceptance Toward Differences in People	18
To Learn That Everyone Makes Mistakes and to Accept His Mistakes and the Mistakes of Others	20
The Way One Acts Toward Others in Various Situations Many Times Results in Positive and Negative Feelings	23
To Help Pupils Learn to be Friendly and Complimentary to Others	27
To Help Pupils Learn to Handle Angry Feelings	29
To Explore the Characteristics that Make Each of Us Unique	32
To Develop a Sense of Responsibility for Others' Needs	33
To Develop an Understanding of Others	36
To Identify Communication Made Through Facial Expressions, Gestures, and Body Movement	39

Appendix B - Secondary 42

Purpose

To Help Students Become More Aware of the Degree to Which They Confide in Others 43
To Help Students Clarify Their Thinking Involving Making a Decision as to Appropriate Dress for a Traditionally Formal School Function 49
To Assist Students in Examining Their Own Behavior in Relationship to Others and to Better Understand Himself with Respect to Appropriate and Maladaptive Behavior 51
To Develop an Understanding Attitude in Boys and Girls Towards Girls that Participate in Athletics on a Level With Boys 54
To Show Role Expectations Result in Particular Behaviors Normally Conceived as Being Inherently Feminine 58
To Help Develop Respect for Adults Without Fostering Over-Dependency 60
Provide Insights Into Characteristics and Qualities Potential Employers Feel Are Important in an Applicant 62
To Study and Understand Tasks With Particular Attention Paid to the Differences Between Recall and Recognition 65
To Explore Values Important to Students When Considering a Possible Future Occupation 68
To Review Values Held Concerning Various Occupational Areas 70
To Make Students Aware of the Many Different Occupational Areas Available to Them 77
To Explore Values Important to Students When Considering a Possible Future Occupation 79
To Provide the Students With an Opportunity to Experience Social Discrimination and Accompanying Frustration Vicariously 81
To Promote the Development of Values Through Exposure to Solutions of a Moral Dilemma That Are Different From One's Own, and to Stimulate Growth Through Discussion of the Reasons for Choices and Through Sharing Ideas 84
To Help Clarify and Stimulate Thinking About One's Values by Focusing on Some Areas in Life in Which Value Decisions Are Made 87
To Help Clarify and Stimulate Thinking About One's Values by Focusing on Some Areas in Life in Which Value Decisions Are Made 89

Appendix C - Guidance Workshop Participants 92

INTRODUCTION

Twenty-eight second grade pupils are clustered around their teacher and a counselor. They have just watched a role-playing situation in which a child has been talking to a counselor about a problem he is having with his classmates. Let's listen in on the discussion. The counselor turns to the children and says, "So how do you think Ed felt when the other kids laughed and teased him?"

Many hands wave frantically; the counselor calls on Mary. Lowering her head, Mary says softly, "Sad, cuz he doesn't think they like him."

Tommy and Fred both shout at the same time, "Mad!" And Tommy adds, "He wants to pay them back."

John, a shy boy off to one side, says timidly, "I think he is lonely, because they are not his friends."

"Do you think he might feel disgusted?" the counselor asks. Joe and Jim, in back, perk up and shout, "Yeah!"

Rose says thoughtfully, "I wonder how they would feel if he did that to them?"

"That's a good point, Rose," the teacher responds, "I wonder what they would feel? Now, what do you think Ed should do?"

Some of the responses, showing various levels of maturity, were:

"Tell the principal, and he'd kick them out of school."

"Try to forget about it and maybe they'll stop."

"He should beat 'em up!"

"I think he should tell his friends, 'That wasn't very nice. He hurt my feelings.'"

These children were engaged in an activity which was helping them to better understand feelings and to relate to each other in more effective ways. Children whose moral development was at a less advanced stage were learning from their more advanced peers, with no moral preaching by the teacher.

Below are excerpts from a social studies class of white, middle class high school seniors working with a teacher-counselor team. They are experiencing, in that social microcosm, some of the painful feelings that minority people so often endure. From this process they are gaining empathy for people who are different. They are also gaining deeper understanding (becoming more aware) of the subtle discriminative acts which the white majority inflicts upon minority peoples.

In the exercise, some of them (intruders) come in and order the others (inhabitants) around at will; if they are disobeyed, they have the power to hand out "death slips" which ends the recipient's participation. The inhabitants also have a few such slips, but not enough to stop the intrusion.

Initially the confusion is great. Intruders issue many orders to inhabitants, who meekly comply. As the exercise continues, the intruders become more demanding and aversive. They seem more willing to issue death warrants at the slightest provocation. Toward the end, only a handful of cowed inhabitants remain. The group then talks about their feelings.

"How did you intruders feel?"

"Sort of uncomfortable. I didn't really want to order my friends about."

"I felt very powerful. A kind of sadistic pleasure in having all that power."

"I was surprised that they didn't zap me when I made them do silly things."

"I felt they were just barely cooperating--just enough to avoid getting 'killed.'"

"How about the inhabitants? How did you feel?"

"First I thought of it as just a dumb game, but by the end I was kind of shaky. I was glad I wasn't being pushed as hard as some of the kids were."

"Kind of degraded; insulted. I wanted to cooperate in the game, but they wouldn't let me just cooperate; they had to keep putting me down."

"The person who was ordering me around is my friend; I wanted to see what she would do if I did not obey. She killed me!"

"How come you natives didn't rebel en masse?"

"Well, we were confused. There was no way to get organized."

"They just came in, and had so much authority, and began ordering us around; I felt kind of helpless. If I did something by myself I'd get zapped, and I wanted to stay in the game."

The discussion then turned to relationships between the feelings aroused even by this, obviously brief, game-like situation and very serious life situations faced by minority people.

Each of these two activities is an example of a form of psychological education known as developmental guidance experiences (DGE). In each instance the counselor is very much involved--indeed, he is the person who initiated the experience and is helping the teacher to create similar kinds of enriching classroom activities. Experiences like these help students in meeting vital developmental

needs. They are ways of accomplishing normal developmental tasks which all youngsters must master in the process of growing up, if they are to grow up as healthy, coping individuals.

Pupil personnel services developed because educators recognized the fact that students have all sorts of needs and problems which often interfere with their learning of those things that teachers want them to learn. Typically, however, such services have not been seen as an integral part of the educational task, but rather as ways of keeping the student functioning so that his mind can be trained. They have served in the manner of pitstops at a race track, into which the student is sent for quick maintenance and repairs so that he can rush back into the academic race without losing too much ground.

Pupil personnel workers have, by and large, accepted the role of "adjusting" students to school as a primary task. However, as Ivey and Alschuler remark, "No longer can we (counselors) justify our existence by helping clients 'adjust' to a school, college, or institution which itself is maladjusted. We must help individuals and institutions by directly facilitating growth, health, and intentionality." (1973, p. 597)

It is time to recognize that normal problems of development are not to be solved by remedial services carried out in a "pitstop." It is time to recognize the serious disservice we do to our children in letting them flounder through the complex process of growing up with little help from anybody. It is time to redefine the basic task of education so as to include not only intellectual development, but normal, healthy psycho-social development as well. In short, it is time to introduce psychological education into the curriculum.

The counselor may agree that he would like to do more than "put out fires"--that he would like to become a "force for the facilitation of the full development of persons within the school system" (Tamminen and Miller, 1968). But how is he to go about this new task? Where shall he begin? First he must decide which of his present functions he can lay aside in order to find time for activities with a greater potential impact on all students. Each counselor must decide that question for himself, based on local demands and pressures, and on his ability to refocus his role and functions.[1]

Once he has resolved that first question, he then faces questions such as how to get started in psychological education, how to get teachers involved, how

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[1] In working through his new focus, the counselor may find Weinstein's "trumpet" method useful (Weinstein, 1973, pp. 600-606).

to keep it going once started? The developmental approach is a practical response to such questions as these.

Without in any way devaluing the important work many counselors are now doing, this approach provides ways to make some changes in roles for those counselors who wish to do so. Developmental guidance experiences can provide important and highly visible educational services for all youngsters, and in doing so they can help make the school a happier place for students, teachers, and counselors. And these kinds of educational experiences do not, by any means, imply that "intellectual" or cognitive learning is unimportant. Indeed, they enhance cognitive learning by helping to provide an environment in which students can function better in an intellectual sense because they are also learning to live fuller, more satisfying lives with respect to their psychosocial development.

The kind of psychological education proposed here is based on Havighurst's concept of "developmental tasks." Developing individuals face one issue or concern after another in the process of growing up and coping with life.

Some of these concerns result from the nature of human maturation and biological development. Others arise from the societal demands placed upon the individual. Still others result from the way the individual responds to the inner and outer pressures that impinge on him. These challenges of life occur in all the many dimensions of development--including physical, social, emotional, moral, cognitive. Some of them are specific to certain ages only; others are solved and then recur at other levels and stages of development. It is in the context of wrestling with these problems that truly meaningful, motivated, vital learning can occur.

Havighurst (1953) describes these concerns as developmental tasks. "A developmental task is a task which arises at or about a certain period in the life of the individual, successful achievement of which leads to his happiness and to success with later tasks, while failure leads to unhappiness to the individual, disapproval by the society, and difficultly with later tasks." From our viewpoint it might be better to think in terms of the concept of greater probability of success or of difficulty with later tasks. We have selected these tasks as the vehicle for providing psychological education. While recognizing some weaknesses in the task concept (as a theoretical framework they are at times a little simplistic and at times imprecise), we have also found that the concept has some important advantages. The tasks have a compelling

generality and sweep, covering much of the total development of the person in all of its many dimensions. Some of the more closely knit and highly researched theories of development cover just one dimension. We have also found the tasks easy to understand, practical to apply, inclusive, flexible and adaptable. All of these make them useful to counselors and teachers.

The developmental tasks vary among themselves. Some are more biologically linked, and thus tend to be more universal than are other tasks which are oriented to the socio-psychological demands of a given society. Some tasks end with mastery, while others are continuous. For example, the early childhood task of learning to control elimination of body wastes ends upon mastery, but learning to get along with one's age mates continues on into later life. The middle childhood task designated as "getting along with age mates" continues during adolescence in the form of "achieving new and more mature relations with age mates of both sexes." Thus the earlier task continues at a higher level, and now there is the added dimension of sexuality. Perhaps in these continuous tasks the carry-over of success or failure is more potent even then in the terminal tasks. It may, therefore, be best to put more time and effort on the continuous tasks, and to provide students with more experiences aimed at helping them master these tasks, especially during the earlier stages.

Related to the concept of continuity is the concept of critical stages. This is the idea that certain tasks are more relevant and more readily dealt with at some given time in the life of the person, in view of his maturation, social expectations, and the personal "readiness" of the individual. The "teachable moment" is the optimum time to deal with given tasks because at that moment the individual is "ripe" to learn them.

Through studying human development, Havighurst ascertained the nature and number of developmental tasks students needed to master; these, in turn, provide relevant and appropriate educational goals. Knowledge of human development also aids educators in determining the "teachable moment."

The developmental tasks described by Havighurst 20 years ago (1953) are still essentially relevant, but we feel that some modifications are needed as a response to societal changes. Indeed, one of the reasons we chose Havighurst's tasks is the flexibility and modifiability.

Havighurst has developed sets of tasks for each level of maturity from early childhood to old age. We have undertaken to update the tasks of middle childhood and adolescence, which cover the period of development from kindergarten through grade 12. We feel that the modified descriptions below broaden the base somewhat from the rather middle-class, male-oriented language of the original descriptions, and reflect current developments in our society.

DEVELOPMENTAL TASKS OF MIDDLE CHILDHOOD (AGES 6-12)

1. Learning Physical Skills Necessary for Ordinary Games

Nature of the Task. To learn the physical skills that are necessary for the games and physical activities that are highly valued in childhood--such skills as throwing and catching, kicking, tumbling, running, swimming, and handling simple tools.

While the biological basis of this task may be a potent factor in determining its nature, cultural expectations also play a major role. It is perhaps at this juncture in development that the seeds of masculine and feminine roles are planted. The different cultural expectations for boys and girls may result in a rather early stereotyping of sex roles in an unnecessarily rigid fashion. Thus, DGE's dealing with this task can facilitate:

a. helping children in developing adequate physical skills,
b. assisting children in developing positive feelings about their physical adequacy,
c. encouraging children to recognize individuals for their personal characteristics and qualities without emphasis on sexual stereotyping.

2. Building Wholesome Attitudes Toward Oneself as a Growing Organism.

Nature of the Task. To develop habits of care of the body, of cleanliness and safety, consistent with a wholesome, realistic attitude which includes a sense of physical adequacy, the ability to enjoy using the body, and a positive attitude toward sex and one's own sexuality.

While this task is largely biologically based, American culture places great stress on cleanliness and health habits as well as on a puritan code of sexuality. Such an emphasis may not contribute positively to a student's feelings about himself. There is also the psychological risk of developing

feelings of inadequacy due to variations in physical growth or the lack of coordination in physical skills which are so highly prized in American culture. A sound educational curriculum must deal with these concerns.

3. Learning to Get Along with Age Mates.

Nature of the Task. To learn the give-and-take of social life among peers. To learn to make friends and to learn to accept differences in people. To develop one's personality and the ability to communicate and interact effectively with others.

This task takes into consideration racial, religious, cultural, physical, and personality differences. This task is primarily psychological. Early mastery or non mastery of this continuous task has far-reaching effects on the individual. Children spend most of their awake hours in school, interacting with peers. In order to help children master this task the school should allot at least as much time and resources to that effort as it does to regular subject matter. One may learn subject matter from a book by himself, but he cannot learn from a book how to effectively relate socially.

4. Learning an Appropriate Sex Role

Nature of the Task. To help children gain an awareness that there are certain sex roles that society accepts as more or less appropriate for boys and girls. Making children aware of their own individuality is also very important. There is need for concerted effort by the school staff to help the individual student integrate his or her own sexuality into his or her individual personality. Children should become aware that sex role is largely culturally defined; therefore, it may vary from culture to culture. Children should also become aware how their behavior is influenced by their culture, especially their peers. As children progress through elementary school, the boy-girl relationship tends to become more negative and more distant. Our recent research indicates that negativism and social distance between the sexes can be changed to a more positive attitude through the use of DGE's (Darrigrand and Gum, 1973).

5. Developing Fundamental Skills in Reading, Writing, and Calculating.

Nature of the Task. To learn to read, write, calculate and communicate. The major part of this type of "3 R's" learning occurs during the middle childhood years. If these learnings are not mastered during middle childhood, the likelihood of acquiring these skills later in life is seriously jeopardized (Bloom, 1964).

Although schools have always stressed the "3 R's," not until recently have they considered such learnings within the framework of developmental psychology as formulated by Piaget, Ilg and Ames, Erikson, Kohlberg, and others. From these recent studies has come a new recognition of the importance of considering developmental stages--social, psychological, cognitive, moral--for developing curricular materials and methods. DGE's can be used not only to assess developmental stages, but also to provide experience which will utilize the child's repertory of social-psychological skills to help him learn the 3 R's and to cope with the noncognitive aspects of classroom learning.

6. Developing Concepts Necessary for Everyday Living.

Nature of the Task. A concept is an idea which stands for a large number of particular sense perceptions, or which stands for a number of ideas of lesser degrees of abstraction. The task is to acquire a store of concepts sufficient for thinking effectively about ordinary matters.

During middle childhood years many of the basic concepts for everyday living are learned. An area needing added effort is that of concepts of the self--children need to understand how the self-concept and other personal aspects of the self develop through their interaction with significant others.

7. Developing Conscience, Morality, and a Scale of Values.

Nature of the Task. To develop a system of values and to be responsible to and for them. To learn to respect the values of others.

Since religious, social, and moral values may vary sharply between cultures and even between social classes in one country, it is important that the school help children become aware of these differences and to develop some openness about these variations. The school should attempt to help develop an awareness of and appreciation for a wide range of social, economic, and cultural backgrounds, especially of minority peoples. This area of learning is difficult to teach. It is more likely learned through observation and experience. A crucial ingredient is the existence of appropriate models for children to emulate. For example, it is doubtful that a rigid, authoritarian social studies teacher can effectively help children to develop a full understanding and appreciation of democratic values. DGE's can be used as the means to focus upon acceptance, understanding, mutual respect and appreciation of others, including those who are different racially, economically, religiously and socially.

8. Developing Attitudes Toward Social Groups and Institutions.

Nature of the Task. To develop an awareness and understanding of the impact social groups and institutions have upon the individual, and the effects which the individual can have upon his community.

If education is to become more relevant, it must help create an understanding of how community groups and institutions affect an individual's life style. Students must learn ways for influencing as well as being influenced by powerful groups for positive outcomes.

9. Developing Emotional Freedom. (a new task)

Nature of the Task. To develop attitudes which enable students to freely express and act on feelings and emotions in all areas possible and gradually learn to be responsible for them.

This is an important task not mentioned in Havighurst. Bennett (1963) referred to this task as the need for a fifth freedom. There is a strong and pervasive tendency in our society to ignore or repress feelings, both positive and negative, and to permit expression under only carefully prescribed conditions. Such bottled-up feelings, when eventually they must be released, generate difficult problems for the growing young person as well as his community. DGE's can create situations in which it is safe to recognize, talk about, express, and deal with feelings and learn to be responsible for them, and thus help young people master this important developmental task.

DEVELOPMENTAL TASKS OF THE ADOLESCENT (AGES 13-18)

1. Achieving New and More Mature Relations with Age Mates of Both Sexes.

Nature of the Task. To learn to get along with peers of both sexes; to learn to work with others for a common purpose, tempering personal feelings; to learn to lead and follow when appropriate.

During adolescence, heterosexual interests and activities increase as a result of biological, psychological, and cultural factors. Students have strong needs for becoming more cognizant of alternative ways to develop good relationships with peers of both sexes. The school is the natural setting for the fostering and effective mastery of this task. This may well entail human relations training as well as sex and family life education programs which would enhance positive growth and development in these areas.

2. Achieving a Personally Acceptable Masculine or Feminine Social Role.

Nature of the Task. To attain a personally acceptable adult masculine or feminine social role.

Because of biological changes, sharp physical differences occur between the sexes along with strong cultural and psychological expectancies. American society's definition of socially approved sex role is broadening, making it highly possible for both males and females to be more flexible. There is, therefore, a need for educational experiences to help our youth more adequately deal with changing sex roles.

3. Accepting One's Physique and Using the Body Effectively.

Nature of the Task. To become proud or at least appreciative of one's body; to use and care for one's body effectively and with personal satisfaction.

Rapid biological changes, especially in the area of primary and secondary sexual characteristics, occur during adolescence. Because of our puritanical societal background such changes are often difficult to deal with effectively. One need but peruse the "Dear Abby" column to recognize how many people have deep concerns about their body. There is a real need for helping our youth better understand normal variations in growth patterns as well as fostering acceptance of one's body. This cannot be done adequately through the traditional classroom approach. Providing information only is not the problem, but rather accompanying feelings and attitudes which can be expressed and dealt with during DGE's.

4. Achieving Emotional Independence of Parents and Other Adults.

Nature of the Task. To become free from dependence on parents; to develop affection for parents without dependence upon them; to develop respect for older adults without dependence upon them.

Part of adolescence is the need to "try out one's wings" and to move toward adulthood, which implies freeing the adolescent from ties to one's parents and home. This testing out period can become a threatening experience for the parents as well as for the adolescent himself. Because of the extended adolescent period in our society, it is especially important to help with this task. Schools can help parents as well as children to more clearly identify the amount of dependency and independence necessary for emotional well-being during the gradual move toward autonomy. This can be accomplished through DGE's dealing with student and parent rights and responsibilities. Linked with this task are the essential learnings of how to cope with and influence authority, as well as assuming leadership roles when appropriate.

5. Achieving Assurance of Economic Independence.

Nature of the Task. To develop confidence in one's ability to earn a living. The recognition that one possesses or can acquire skills, attitudes and values which are necessary for securing a living, at the same time understanding that these requisites change with the changing world.

As indicated in Task No. 2 there is a modification of the sex role, enabling American women to more freely elect any occupation and means of support that interests them.

6. Selecting and Preparing for an Occupation.

Nature of the Task. To choose and prepare for an occupation for which one has the necessary ability, interest, and personality.

Adolescence is the time when one must explore the world of work and make tentative plans and decisions concerning occupations. The dilemma is that the earlier the choice, the greater the likelihood of an immature decision, while the later the decision the greater the likelihood of some problems in his educational planning. Unfortunately, many of our schools do not allocate educational time for a sound decision-making process to occur. As a minimum, our schools should provide students vocational decision-making experiences on a regular basis. Some work experience might also be integrated and used for developing an understanding of basic interpersonal and technical requirements of occupations. The current emphasis on career development may have some influence on schools to assist students more directly on this developmental task. Adolescents need help to develop flexibility and courage to live with vocational uncertainty in our rapidly changing world of work. Very likely our concept of education and vocational training must be revamped so that throughout life there will be training opportunities for men and women.

7. Preparing for Home and Family Life.

Nature of the Task. To prepare for marriage or non marriage; to gain the knowledge necessary for home management and child rearing.

This task must consider the many possible family arrangements, such as single people, unmarried partnerships, couples without children, communal groups, single sex partnerships, and separated, divorced, remarried, and widowed family units. Sex education, as well as the development of effective interpersonal skills between adults and between adults and children, are included in mastering this task.

8. Developing Intellectual Skills and Concepts Necessary for Civic Competence.

Nature of the Task. To develop a positive attitude toward an understanding of law, government, economics, politics, geography, human nature, and social institutions; to develop language skills and reasoning ability and an understanding of the relevant concepts necessary for dealing effectively with the problems of our own country and of the contemporary world.

With respect to assuming civic responsibility, adolescence is but a brief stopover before adulthood, and has become shorter due to the lowered age of majority through recent legislation. Therefore, adolescents must learn the rights and responsibilities of adulthood earlier than before. Through DGE's, especially in social studies and language arts, schools could foster necessary civic competencies by discussing immediate issues and problems faced by the school. These discussions might progress into task forces including students, school authorities and community people for proposing changes and planning school policies.

9. Desiring and Achieving Socially Responsible Behavior.

Nature of the Task. Clarifying man's relationship with and his social responsibility toward other human beings.

Such a viewpoint would be consistent with contemporary American society and its emphasis upon human relations, as well as our involvement with other cultures and societies in our world.

10. Acquiring a Set of Values and an Ethical System as a Guide to Behavior.

Nature of the Task. To form a set of values that are possible of realization; to develop a conscious purpose of realizing those values; to define man's place in the physical and spiritual world and in relation to other human beings; and to keep one's world picture and one's values in harmony with each other. Definition: A value is a belief, concrete object or state of affairs which is held in high esteem.

Adolescence is a time when there is a quest for a system of values from which to operate. However, it is doubtful values can easily be taught like other subject matter; values are more likely to be learned through life experiences which have been reinforced or through the modeling of significant others such as parents, teachers or peers. The school can, however, provide appropriate models as well as develop group learning situations to enable youth to clarify their values. Such approaches have been advocated by Raths, Harmin and Simon (1966), by Kohlberg (1968) and by the present authors in the form of DGE's.

DEVELOPMENTAL GUIDANCE EXPERIENCES: DEFINITION, A STARTING POINT, AND PAYOFFS

A developmental guidance experience (DGE) utilizes Havighurst's developmental task theory (1953) as a basis for formulating structured experiences to promote socio-psychological growth. In general, these experiences are designed to encourage personal and open discussion about both sides of a moral or ethical issue related to a developmental task. The DGE's are also designed to help students become more aware of their feelings and practice expressing them. Each DGE has as its major objective the provision of an experience which enables youth to effectively deal with a particular developmental task. DGE's emphasize positive growth experiences--experiences which foster human dignity and worth in a manner consistent with a humanistic viewpoint.

What child between 6 and 12 does not experience a need "to learn physical skills necessary for ordinary games," or "to learn to get along with his age mates," or "to learn to behave appropriately for his sex?" What adolescent does not recognize his need to accept his physique, to achieve independence of his parents, to clarify his vocational goals? There are other developmental tasks which the child or adolescent may not be as directly aware of; for instance, they may not recognize the need to develop morality, a sense of values, an ethical guide to behavior. Yet the presence of such needs is evidenced by the eagerness with which they participate in DGE's in these matters.

For example, sometimes students separate themselves by sex, continually argue with and tell jokes and stories which demean the other gender, and seem embarrassed or overly demonstrative regarding normal and usual heterosexual relationships. Such students may need some practice and training in relating with each other through structured classroom experiences dealing with Havighurst's adolsecent task number one, "achieving new and more mature relationships with age mates of both sexes." Thus, we would attempt to provide enhancing developmental experiences in appropriate sequential order at the teachable moment so as to maximize positive growth of all individuals.

All DGE's are structured to utilize the peer group. The use of a group approach to implement the tasks is natural to the structure of the school setting. Peer interaction is used to foster identification and exploration of various means for successfully completing developmental tasks. The peer

group is also a potent resource of models, reinforcement and support for selecting ways which are appropriate for the individual to successfully master the developmental task.

How to Introduce DGE's to the Classroom

Our experiences suggest a "soft sell" method. The approach has been to ask teachers to invite you into their classrooms to conduct a DGE while they observe you. Emphasize the need for the teacher to stay, to enjoy the experience, to help you, and to give you constructive feedback as she knows the students better. This approach requires counselor "guts"--you are on stage. For once, the teacher can watch someone else work with his class instead of receiving advice from a specialist.

If the teacher doesn't want to stay, don't push it; let him go. Usually the students will arouse his curiosity by talking about what happened when the counselor came to class. After some initial DGE's, try as much as possible to give the teacher a participating role. Consult with him about (1) what may be the best developmental task to focus on, (2) what particular DGE may be most stimulating, (3) what role the teacher might play to be helpful to you and the DGE, and (4) what possible ways the teacher may wish to follow up on DGE's when the counselor is not in the room.

What's In It For You: The Counselor....The Teacher?

Since 1968, our experiences and research (Gum, Smaby, Tamminen, 1973) indicate that DGE's are practical, workable, and, above all, effective in schools. Some payoffs for counselors and teachers are:

1. the counselor achieves greater visibility in the total school--he is no longer behind closed doors much of the time;
2. the counselor gets exposed to all students, and they come to see him as a real person;
3. as they become better acquainted with the counselor, students feel more free to go to him when they need help;
4. as the services of the counselor become more visible to teachers and administrators, there is less pressure for him to detail the class schedule and engage in other administrative tasks;
5. counselors and teachers really work together in the classroom, both contributing their expertise for the development of the whole child;
6. classroom learning becomes more satisfying to students and teachers as DGE's foster a mutual respect and caring between teacher and pupil, as well as a balance between cognitive and affective learning.

Actual Developmental Guidance Experiences (DGE's)

The following 25 DGE's were developed and field tested by 30 teachers and counselors attending the 1972 Developmental Guidance Workshop sponsored by the Minnesota State Department of Education, Pupil Personnel Section. The Workshop was conducted by the authors at the University of Minnesota, Duluth Campus, and in the classrooms of the schools in which the participants were employed.

The authors are indebted to the Workshop participants and the University of Minnesota, Duluth, graduate students in the Educational Psychology Program for constructing and facilitating these experiences. There are nine elementary DGE's (Appendix A) and 16 high school DGE's (Appendix B) included in this publication. The DGE's were selected, designed, and facilitated to meet the developmental needs most appropriate for the youngsters involved. Thus there are not DGE's for each task previously listed.[2]

[2] In the last five years at the University of Minnesota, Duluth (Educational Psychology), hundreds of DGE's at elementary, secondary, college, and adult levels have been written and facilitated by graduate students and staff for the purpose of helping to accomplish all of the developmental tasks.

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APPENDIX A

ELEMENTARY

Developmental Task #3: Getting along with age mates

Purpose: To develop acceptance toward differences in people

Level: 3rd and 4th grades

Materials: A copy of the counselor-pupil dialogue sheet

Suggested Procedures: Gather the pupil in front of the counselor. Select two children and/or one child and a teacher or counselor to read the two parts (see dialogue on next page). Explain to the class that they should listen to the conversation and pretend they are the counselor. Tell them to try and identify how Ed feels. Then ask the following questions:

1) How does Ed feel?
2) Why does he feel this way?
3) What should he do?
4) What can you do for Ed?

Questions: See Suggested Procedures
Do you know of other situations like this in *your* life?

Comments: This DGE is very appropriate in a class where students are using others as scapegoats. Especially where a few students are attempting to cooperate and others are kidding or making fun of them. It is important to consider if some students are overly cooperative. If so, what may be their motives for this behavior? This could also be a direction to take during this or a following DGE.

References: None

Follow-up: See Comments. The students as individuals or a group might also be encouraged to commit themselves to act upon a certain suggestion they make during the DGE to improve the situation.

Evaluation: The pupils really enjoyed this DGE. They all raised their hands to some questions during the discussion. Students explored various ideas regarding the feelings of Ed and the counselor. Also, many alternative solutions and actions were suggested. Less mature students were provided with greater understanding relating to the situation by the more mature students without preaching or direction of the teacher. This DGE also is a good introduction to a counselor or teacher who want to help an individual pupil or class with their interpersonal problems. See the Introduction Section of this publication for a sample of the school dialogue with children.

Counselor: Come in. What can I do for you?

Ed: Hello, Mr. or Ms. _____. I'm Ed Jones.

Counselor: Sit down, Ed. Got something on your mind?

Ed: Ya.

Counselor: Want to tell me about it? Something to do with school?

Ed. Ya. I don't know if it's really a problem or not, but it sure is bugging me.

Counselor: What's bugging you, Ed?

Ed: I dont't know. It's the rest of the kids, I guess.

Counselor: Are the kids giving you some trouble?

Ed: I guess, in a way. Only they don't think they are. But they sure are.

Counselor: You say they don't think they are.....

Ed: No. They don't know how a person can feel when people in the class do certain things to you.

Counselor: What are these certain things, Ed?

Ed: For one thing, I like to get involved in class. I like to participate in discussions and lessons. That's just part of me.

Counselor: Go on, Ed.

Ed: Well, I don't like it when people make remarks about me when I have something to say.

Counselor: What do you mean by remarks?

Ed: Well, they make fun of me, only they think it's funny, but it sure isn't for me.

Counselor: How do you know your classmates do this, Ed?

Ed: Because they make the remarks right out loud and to my face. It really is horrible. Sometimes I decide not to say anything, but that makes me feel worse because I'm interested, and not being able to talk about my interests cuts me off and I feel like part of me is left out.

Counselor: You don't like that feeling?

Ed: No, I don't know what is worse, not talking, or having my friends--I think they are my friends--treat me that way.

Counselor: Are there any other things that happen?

Ed: It just seems I can't even make an expression on my face or move without having someone make a remark or imitate me.

Counselor: You don't like these feelings, Ed?

Ed: No! And I don't know what to do. What should I do?

Developmental Task #2: Developing a wholesome attitude toward oneself as a growing organism (middle childhood)

Purpose: To learn that everyone makes mistakes and to accept his mistakes and the mistakes of others.

Level: Elementary grades 1-3 (primary)

Materials: Sesame Street puppets: Grover, Birt, Oscar, and Big Bird

Suggested Procedure: Gather the children on the floor in front of the facilitator and act out the following episode:

Grover: "Come on! Don't be a big sissy!"

Birt: "no, I don't want to play baseball."

Big Bird: "But we need you, Birt, for our outfield. Birt! Come join us!"

Grover: "That's right. We need you to have a team. Come on!"

Birt: "Nope, I don't like baseball."

Oscar: "Ha! Ha! You butter fingers! You're just a 'fraidy-cat!"

Birt: "I'm *not* a 'fraidy-cat!"

Oscar: "Yes, you are, that's why you can't catch the ball."

Birt: "Well.....I can't catch fly balls very well, but I'm *not* a fraidy-cat."

Grover: "That's all right, Birt. It's just for fun anyway...come on...join us." "Everyone drops the ball now and then."

Big Bird: "Sure, Birt...that's O.K. It's just for fun..never mind what Oscar says. We need you."

Grover: "Besides, you're a *great* batter. You bat a lot better than I do. Why don't you come out and help me with my batting, and I'll help you with catching fly balls?"

Birt: "Well,....are you sure you won't laugh if I drop the ball?"

Big Birt: No, we won't. You can help *me* with my batting, too!"

Birt: "Well...if you think I can help you....Gosh! I didn't think of it that way.... O.K.!"

Questions: What is a mistake? Why didn't Birt want to play baseball?

What happens when we do make a mistake? How do we feel? How did Birt feel when Oscar laughed at him?

Why do people laugh or get angry when we make mistakes?

Who makes mistakes, or "boo-boos?" Does Mom? Does Dad? Does the teacher?

How would you like people to treat your mistakes?

What can we do about mistakes?

How can we help others with their mistakes?

(Remember to deal with the feelings the children express when responding to the questions.)

Comments: The children enjoyed the Sesame Street Puppets. They especially reacted with great enthusiasm about adult mistakes. This is probably very understandable since adults are frequently "after" the children and their mistakes. The first graders did have some difficulty conceptualizing and effectively coping with the idea that one need not feel he was bad because he made mistakes.

References: None

Follow-up: More DGE's in this area may be helpful. Perhaps further exploration of adult mistakes in relation to children's mistakes may be a provocative and useful discussion. It would also be most helpful if the teacher does follow-up and reinforces the ideas presented, as well as provides some practice in actual classroom experiences.

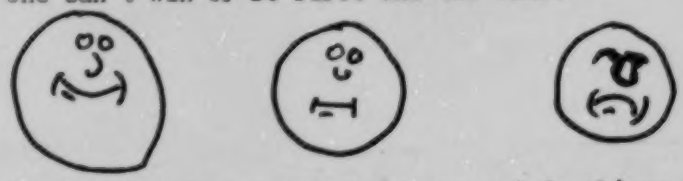
Evaluation: The children's feedback seems to indicate overall results in the directions hoped for. In other words, the majority of students felt that one can't win or be first all the time....that it can be "okay" if one doesn't win or if one makes mistakes. However, there were some students who still found it hard to fully accept these ideas. This may be because of the competitive emphasis in our culture. Finally, the children would like the counselor to return for more DGE's and they felt they could help others not to make mistakes.

EVALUATION OF DEVELOPMENTAL GUIDANCE EXPERIENCE

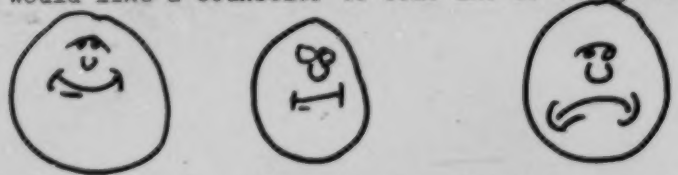
Developmental Task #2: Developing a wholesome attitude toward oneself as a growing organism (middle childhood)

Directions: Blacken the nose of the face that shows how you feel.
(Give orally and monitor)

1. One can't win or be first all the time.

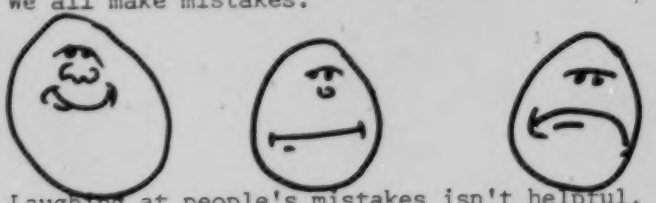


2. I would like a counselor to come and do things like this with our class.



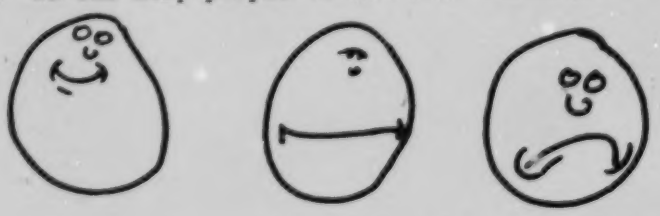
3. The game helped me understand that it's all right if I don't win.

4. We all make mistakes.



5. Laughing at people's mistakes isn't helpful.

6. We can help people to not make mistakes.



The numbers under the faces indicate individual responses during one DGE administration.

Developmental Task #3: Learning to get along with age mates.

Purpose: The way one acts toward others in various situations many times results in positive and negative feelings. The sum total of these actions and feelings may lead to a general outlook others have for a particular person.

Level: Primary

Materials: Pencil and ditto sheet with ten faces for each pupil.

Suggested Procedure: Have the children form a circle. Tell them that sometimes friends do things you dislike and sometimes they do things you like. Give some examples such as I don't like it and feel bad when someone hits someone else in class. Then ask them if they can think of things people do in class they don't like and feel bad about. Then say, many times children in school do things that I like. I like it and it makes me feel good when someone volunteers to help another person when they are having trouble in arithmetic. Then ask them if they can think of things people do to them in class that they like and makes them feel good. Pass out the ten-face handout and instruct the children to put a smile or frown on the face after reading the statement. Read the ten statements and have the children mark the faces. You may want to fill in the faces on the board as the class responds. In addition, the children might role play situations which are of high interest to them. Let the children guess at and describe emotions they think they see. Also, you might discuss how you would feel toward someone if they did a lot of things that made you feel good. Another discussion might focus around how to correct an unhappy situation.

Questions: See Suggested Procedure

Comments: This DGE is a good one for discussing how to get along with and be nice to persons of the opposite sex. Some children have difficulty keeping the names of other children anonymous. Some felt the best way to make friends was to give their friend a gift. However, emphasis should be on *doing* and *being* rather than just giving.

References: Elementary DGE resource book. Experience #318 mimeograph, University of Minnesota-Duluth, 1969.

Follow-up:

Evaluation: The children enjoyed this DGE. Discussion was dispersed among all participants. A tailored-made four-item, three-point rating scale was used to assess the outcome. Twenty-three of 25 third grade pupils reported they could do things people liked and knew if someone liked an action they took. Almost 70% of the children indicated they would do something today that someone liked. The teacher volunteered to run a discussion the next day in which pupils reported what nice things they thought someone else did for them yesterday. The students were somewhat ambiguous regarding knowing and doing things that people did *not* like. A session regarding this topic might be worth exploring.

Our Faces are :

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

-24-

28

29

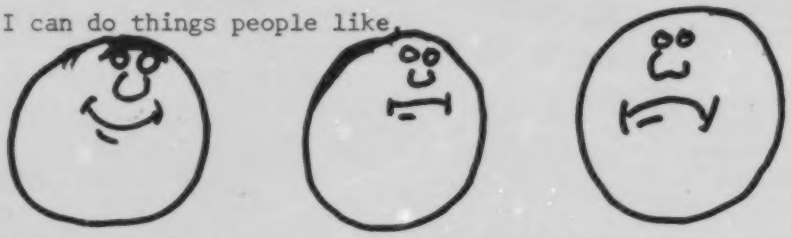
Statements (adapt to your own class):

1. Is playing jump rope and lets you join the game.
2. Takes heads in the lunch line.
3. Sees a paper on the floor with your name on it and brings it over to you.
4. Tells you a word when you can't figure it out.
5. Finds a marble on the floor and asks who it belongs to.
6. Goes into your desk and takes a pencil without asking.
7. Lends you a pencil when you ask for it.
8. Will not play unless he can have his own way.
9. Teases and calls you names.
10. Shares a toy he brings to school.

EVALUATION FOR DGE

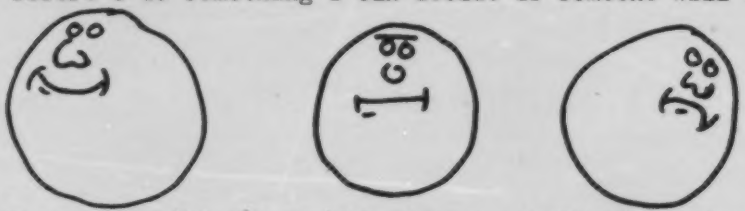
Developmental Task #3: Learning to get along with age mates

1. I can do things people like.



2. Sometimes I know about and do things people don't like.

3. Before I do something I can decide if someone will like it.



4. I can and will do something someone will like today.

Developmental Task #3: Learning to get along with age mates

Purpose: To help pupils learn to be friendly and complimentary to others.

Level: Grade 1

Materials: None

Suggested Procedure: Arrange pupils in a circle. Briefly explain what a compliment is and how you feel when receiving one. Ask them for compliments they give and receive and how they feel about them. Then, ask each student to say one nice thing about the person sitting to his right. Discuss questions and feelings towards other students.

Questions: What can you do to make other students in your room happy?
What can a teacher do to make you feel good?
What can you do to make your teacher feel good?

Comments: It would be very important to create a positive behavioral attitude.

References: See Bessell & Palamares-Methods in *Human Development Theory Manual*, Human Development Training Institute: San Diego, California, 1970.

Recommended Follow-up activities: Each student might make a commitment to say something positive to the person sitting to their right for the next few days. Then have a meeting with the children about what they did and how they felt about this.

Evaluation Instruments: See attached form.

This DGE was well received by the pupils. They all participated willingly. In addition, the teacher was quite surprised that they were so perceptive of others in the room. At times, the pupil had a little trouble thinking positively. Then it was necessary to enter in and help them do so. The evaluation instrument was too long. I suggest picking three or four items and helping the youngsters individually fill them out. All in all, it was a good experience.

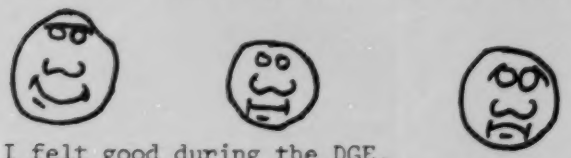
EVALUATION OF DGE

Learning to get along with age mates.

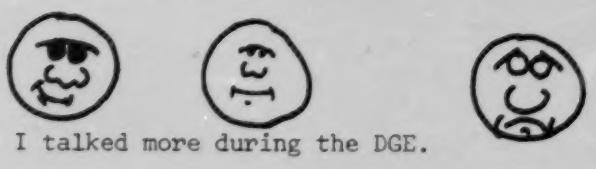
1. I liked hearing nice things about myself.

2. I liked saying nice things about the person sitting next to me.

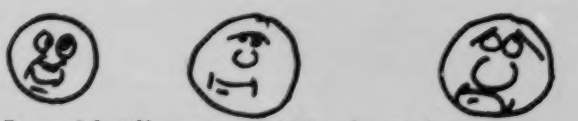
3. I learned something about how I feel towards other kids.



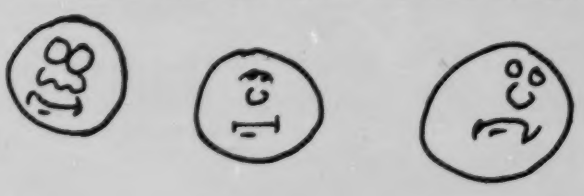
4. I felt good during the DGE.



5. I talked more during the DGE.



6. I would like more DGE's in this class.



Developmental Task #3: Learning to get along with age mates

Purpose: To help pupils learn to handle angry feelings.

Level: 4th, 5th, and 6th grades

Materials: Pencils, story, question page and evaluation instrument

Procedure: The class sits in a circle. Then, the leader passes out a story sheet to each child. After this the leader reads the story aloud with students following from their own copy.

Then, ask the pupils to write answers to the questions below the story. They should explain how they feel about the story.

Following this, pupils are asked to share and explain their own answers. During discussion, you may want to have pupils with opposing viewpoints rephrase a statement be another pupil before he explains his own feelings.

Ask students to evaluate DGE on sheet and return to leader.

Questions: See attached questions on story sheet.

Comments: Several times small fights have broken out between some of the boys in the middle of school during the past several weeks. A situation which was similar but not identical was incorporated into the story for this DGE. It was felt that talking about angry feelings and taking a look at how fights get started might help students handle such situations better in the future.

References: None

Follow-up: More DGE's on *how* to handle angry feelings without hurting other people.

Evaluation: In all three classes in which this DGE was presented, the atmosphere was open and free, the DGE was fun, and pupils either talked or listened more during the DGE than normally. The classes concluded that people should try to control their aggressive behavior for themselves and others. However, many felt that these angry feelings should be expressed appropriately to each other.

Some of the "I think" comments included: "This was fun and exciting," "That people shouldn't act so tough if they want to get along," "We should talk about this more," "Kids should talk it out instead of fighting," "Kids who stand around a couple of kids who are angry at each other make it hard not to fight," and "Teachers could take the kids aside and talk to them both and make them shake hands."

THE STORY

Between classes John bent over the drinking fountain, and someone bumped into him knocking him sideways against the wall. It hurt, and John looked up with a frown to see who had pushed him.

"Excuse me," said Rick. "I didn't mean to bump you."

"Why don't you look where you're going?" John snapped. His side still hurt a little.

"I guess I wasn't looking where I was going. I'm sorry." said Rick.

"You guys think you're so though you don't have to look where you're going!"

John's voice was getting louder, and some of the kids in the hall stopped to watch the conversation.

"I said I was sorry!" said Rick.

"Sorry! You want to push people around! I'll see you on your way home after school and we'll have a pushing contest! I'll show you who can push!"

By this time quite a crowd had gathered around the two boys, and a teacher pushed toward them through the crowd. "Hey," said the teacher, "What's going on here? Let's cool it."

Everyone continued on to their classes, and Bill, who was a friend of John's, walked off with John.

"Hey, John," said Bill in a whisper, "You'll kill him; It will really be a good fight, and he's got it coming for being so pushy! I'll be there after school."

THE QUESTIONS

1. Who do you think started the fight? Why?

2. What do you think is going to happen after school? Why?

3. Will Bill have any effect on what John does after school? How?

4. What should the teacher have done or not done?

5. Are there other situations like this that you know about? What happened?

DGE EVALUATION SHEET

IS FIGHTING THE ANSWER?

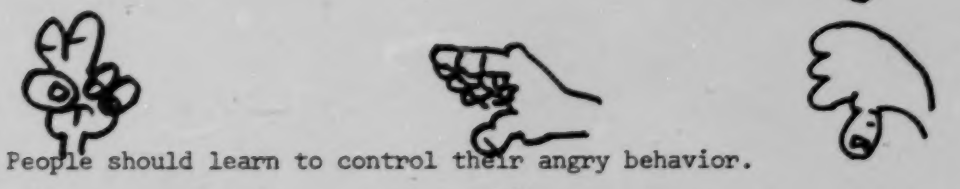
Developmental Task #3 - Learning to get along with age mates

Directions: Circle the hand that most closely shows how you feel about the question

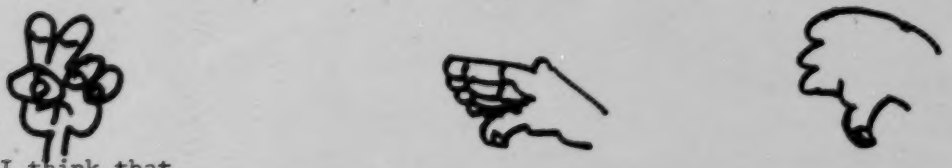
1. The atmosphere in our group seemed open and free today.

2. I listened or talked more than I usually do in class.

3. Today's DGE was fun.



4. People should learn to control their angry behavior.



5. I think that _____

_____

_____

_____

Developmental Task #2: Developing a wholesome attitude towards oneself as a growing organism; developing self-concept (middle childhood)

Purpose: To explore the characteristics that make each of us unique.

Level: Elementary grades 4-6.

Materials: A mirror, pictures of A under Suggested Procedures

Suggested Procedure: Write categories A and B on board.

A - Have these to start	B - Developed these with practice
long hair	friendliness
long eyelashes	sharing
pretty smile	shyness
straight teeth	laughs a lot
small nose	

Discuss the above categories; talk about some examples. Then have 4 or 4 individual students come up and sit in front of counselor. Have one hold mirror. Ask students what they like about that student. What makes that student especially him/her? Have student repeat back all the positive things said about them, while looking in mirror.

Break into groups of 4 dyads and have students tell each other some "neat" things about each other. Have them start out with "something I like about you is...." Instruct students to tell each other three positive things. The counselor can "roam around" during this time.

Regroup and have students tell some things to group that they heard about themselves and how they felt about it.

Questions: None

Comments: It helps to have a poster with children who have long hair, smiles, etc., when having the discussion.

References: None

Follow-up: Have paper with large head drawn on it. Have students draw in the things mentioned about them. They can write along the side some of the *developed characteristics* they heard.

Evaluation: Observed: At the beginning of the DGE the students were reluctant to talk about traits but after a few contributed to the categories they were able to talk about others who had these characteristics. The students smiled and talked freely about the individual students in front of the counselor. The students actually beamed when hearing the good things people said about them. The students really liked hearing about themselves! The teacher *also* enjoyed hearing about himself from students.

Developmental Task #3: Learning to get along with age mates

Purpose: To develop a sense of responsibility for others' needs.

Level: 5th grade

Materials: Overhead projector, screen, transparencies, and evaluation form.

Suggested Procedure: Gather the children on the floor in front of the facilitator. Tell the students you are going to show them some pictures and you'd like them to mark how they feel on the sheet. Show transparency #1, ask students to mark their sheet and then discuss their feelings. Do the same for transparency #2. For transparency #3 have the students pick *one* of the three possible outcomes which indicates how the story will end. During the exercise remain reflective and do not impose your judgments.

Questions: See Suggested Procedure

Comments: Students listen to each other well. However, at times they became quite excited. I calmed them down by saying "I can't hear Mary, etc." At times it may be useful to have students quietly talk to the classmates who are close to them regarding the topic.

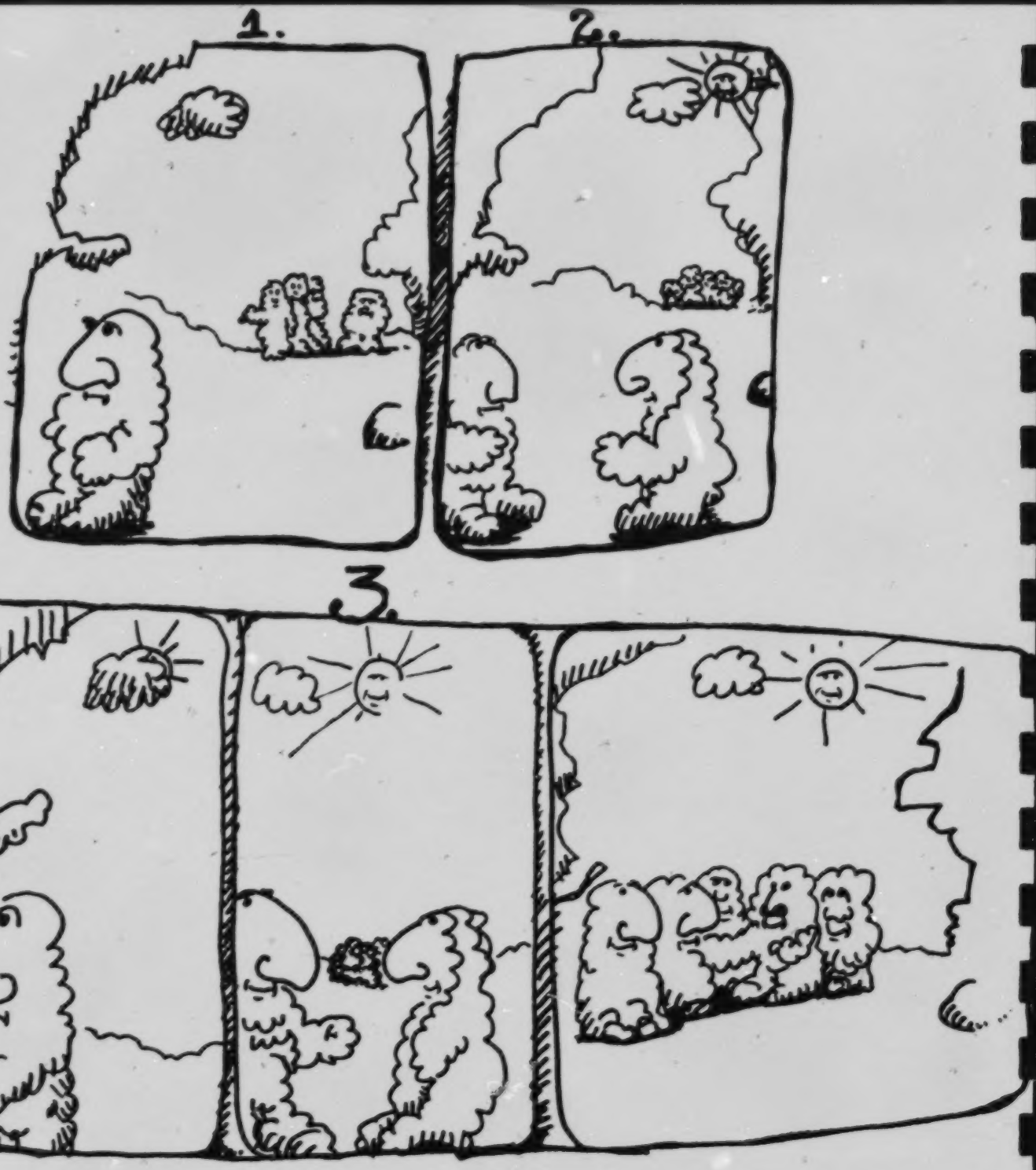
References: None

Follow-up: Role playing a situation similar to the transparency. Also, if the blue girl doesn't receive an offer to play. In addition, when no one akded her to join the group. If pupils become overly enthusiastic, the demonstration may continue after the DGE. Some suggestions for calming the children down such as singing a song, drawing pictures, or playing a game might be worth doing.

Evaluation: Good discussion followed each transparency. Participation was nearly 100% and very enthusiastic. The students recognized the implication of one's obligations to another's emotional needs. Their ideas were creative and all of them came to the conclusion that the girl would be accepted into the group.

The children became quite excited during the discussion and gestured, leaned forward or changed physical positions, as empathy developed. They want more DGE's and indicated by show of hands they wanted at least two a week.

I was satisfied these DGE's accomplished the task for which they were designed. All thirty-three children reported feeling sad regarding the girl's isolation. They all felt the lonely girl (blue) would make friends in the end. Over 90% of them approved of the girl accepting an invitation to play.


1.
2.
3.

DGE #2

Picture 1

HOW DO YOU FEEL ABOUT

THE "BLUE" GIRL?

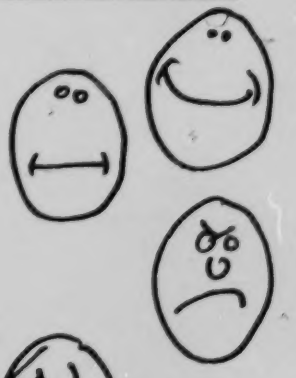
CIRCLE YOUR FACE

Picture 2

HOW DO YOU FEEL ABOUT

THE BLUE GIRL NOW?

CIRCLE YOUR FACE



HOW DO YOU FEEL ABOUT

THE RED GIRL?

PUT A ____ AROUND YOUR FACE

HOW DO YOU THINK THIS

STORY WILL END?

CIRCLE THE NUMBER

Developmental Task #3: Learning to get along with age mates

Purpose: To develop an understanding of others. To gain insight into and a respect for the feelings of peers.

Level: 6th, 7th, and 8th grades.

Materials: Pencil, a copy of the problem and the questions.

Suggested Procedure: Arrange the group in a circle. Hand out a copy of the problem and give the students time to read the problem and respond to the questions. Open a discussion about the questions. This could be role played.

Questions: Refer to the problem questions. The facilitator should be ready to fill in any missing viewpoints. If the students all get stuck on a sympathy for Joe, try to push them on to how the teacher will best serve all the students involved.

Comments: Because this is such a common situation, it lends itself easily to a discussion. The discussion can be expanded to deal with siblings and also with physical harrassment.

References: None

Follow-up: This developmental task cannot possibly be achieved in one such DGE. Therefore, a continuation of other similar situations should be used.

Evaluation: As a teacher most pupils reported they would call the parents of the children who were teasing. Some pupils would talk to the students involved. Others recommended a variety of punishments. Over half of the students changed their first reaction.

Initially most pupils disagreed with Sally's telling the teacher. However, later, many felt Sally might talk with the boys and girls involved directly. If this was not productive they recommended telling the teacher what was going on, but not identify the name-callers. Other students wanted to make friends with and help Joe. Most students reported changing their original decision, a few only with minor modifications.

With regard to Joe, who was receiving abuse, there were a variety of responses such as ignore it, tell the teacher or parents, stay away, ask them why, say they're just jealous. Most students said they would stick with their original decision.

SITUATION AND ACTION SHEET

The Problem:

You are the teacher of a 7th grade class. Joe is a student in your class who has difficulty in reading. You have noticed that Joe usually sits at the edge of the group, and have several times seen him close to crying. After more closely observing the situation you find that several students are saying things to him that are apparently causing Joe to feel badly. One day Sally comes to you and tells you that Gus, Pete, and Ann are calling Joe names such as "retard."

As a teacher I would _____

_____

_____

If I were Sally I would _____

_____

_____

If I were Joe I would _____

_____

_____

Have you ever been in Joe's position? _____ How did you feel?

_____

_____

_____

Have you ever been a Gus, Pete or Ann? _____ Why?

_____

_____

EVALUATION OF DGE

Developmental Task #3: Learning to get along with age mates:

1) What was your final decision as to what the teacher should do?

_____

_____

_____

2) Was this different from your first decision about the teacher? _____

3) What was your final decision as to what Sally should do?

_____

_____

_____

4) Was this different from your first decision about Sally? _____

5) What was your final decision as to what Joe should do?

_____

_____

_____

6) Was this different from your first decision about Joe? _____

7) When I call someone a name I _____

_____

_____

8) When someone calls me a name I _____

_____

_____

Developmental Task #5: Develop fundamental skills in reading, writing, calculating (communication and thinking)

Purpose: To identify communication made through facial expressions, gestures, and body movement.

Level: Grades 1-3.

Materials: None

Suggested Procedure: The day before this DGE, select five students who seem able to act well. Tell them to pick one of the five situations which are listed below. Ask them to practice acting out this situation at home. This could be done for their parents and/or in front of a mirror.

The next day gather the class together and have the five volunteers act out the situation. Ask the children to guess after each act the non-verbal communication shown and what may be the cause. The questions listed under Questions might be used. If there is time, have other students act out situation in which they show strong emotions.

Situations

1. Child gets birthday present and is really excited when he opens it.

2. A car hits your puppy and you take him to the vet. He says he has a broken leg and puts a splint on it.

3. Mother or father inspects room and finds it messy.

4. Person hits a baseball. He's (she's) really glad because it goes very far. Then he hears the crash of glass breaking. Owner of window comes out to see what damage is done.

5. Bus driver is angry and cannot pay attention to his driving because a bully is pestering other kids. One kid fights back. Bus driver has to stop the bus.

Questions: What feelings can you see on the actor's face?

Did he (she) show these feelings in any other way?

Do you show feelings like he (she) did? When?

What different kinds of feelings did people show without words?

What might be the reason for his (her) feelings?

Comments: It might be wise to use this DGE after some others dealing with feelings in general.

References: None known

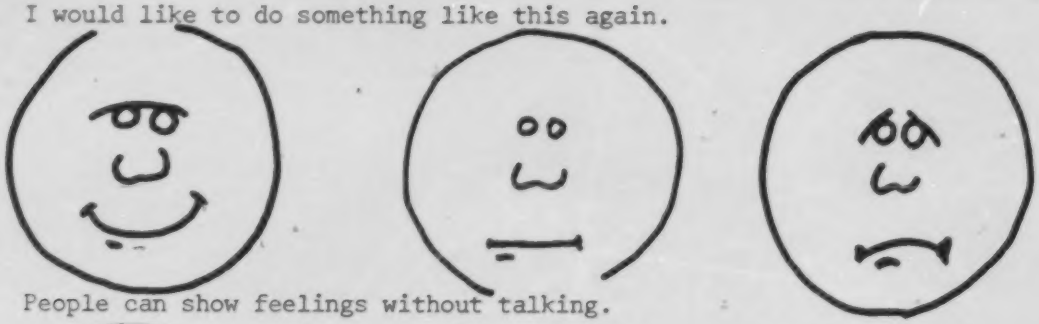
Follow-up: Each child could draw a picture, act out, or write down situations in school where they had strong positive or maybe negative feelings and share this with the class.

Evaluation: Twenty of 24 third graders reported feelings of wanting to do this type of DGE again. All the children reported that people show their feelings without speaking and they could listen without their ears. Two-thirds of the pupils indicated they can say things themselves without speaking.

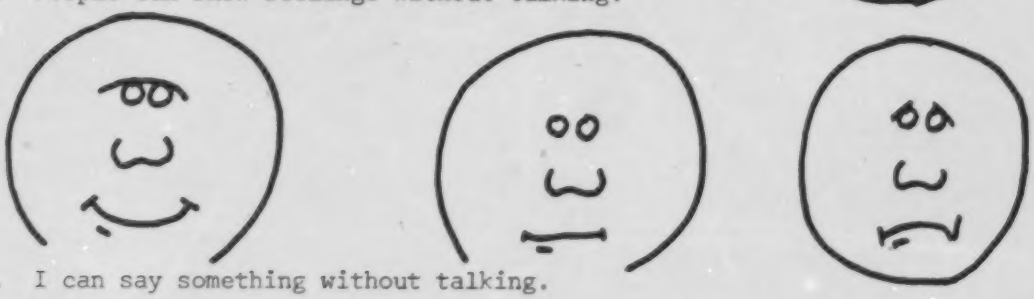
Developmental Task #5: Developing fundamental skills in communication and thinking.

Evaluation:

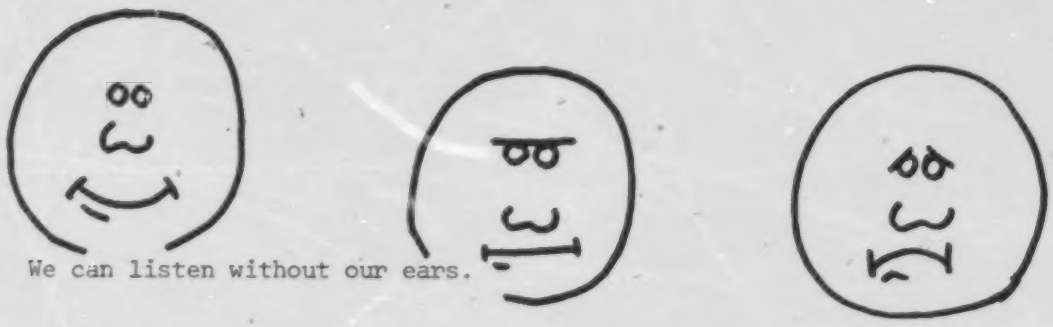
1. I would like to do something like this again.



2. People can show feelings without talking.



3. I can say something without talking.



4. We can listen without our ears.

APPENDIX B

SECONDARY

Developmental Task #1: Achieving new and more mature relationships with age-mates of both sexes

Purpose: To help students become more aware of the degree to which they confide in others.

Level: Grades 10-12

Materials: Pencils, question sheet, chart and evaluation form for each student.

Suggested Procedure: Pass out the forty-item questionnaire. Read over the directions with the students. Then have each student complete the chart. Following this, break the students into discussion groups of 8 to 10 members. Then have them select a leader. The leader should have a copy of the discussion questions (see Questions). After this, merge the smaller groups into a large group. Then, have a few volunteers from each group tell about some of the ideas expressed in their group.

Questions:

1. In whom do you confide the most? Why?
2. In whom do you confide the least? Why?
3. Do you confide in one parent more than another?
4. Do you confide in one friend more than another?
5. What things are easy to talk about? Difficult? Why?
6. Are there differences in the amount of confiding? Why?
   For example: Between number 5 and 10?
   4 and 15?
   8 and 7?

Comments: Does not necessarily provide the student with information or insights of which he is not already aware -- but does facilitate discussion of the subject.

References: Unknown

Follow-up: Use chart for further analysis and discussion of interpersonal relationships, communication patterns and family relationships.

Evaluation:

A. Observation: The reaction to this DGE was generally positive. Students enjoyed filling out the chart and really discussed a great deal in their small group. The large group discussion was fruitful, but not as intimate as the small groups.

B. Evaluation: Two-thirds of the 30 students reported actively listening and talking, becoming more aware of who they confided in and why, and felt this method of learning about confidentiality was appropriate. Five out of six students enjoyed the DGE and were satisfied with their participation. One-half felt this particular DGE was above average.

Instructions for completing "Who I Confide with Sheet."

Here is a list of information about yourself which other people could know only if you have told them.

On the answer sheet, you'll use some ruled columns with the headings "Mother," "Father," "Male Friend," "Female Friend," "Spouse." You are requested to indicate how much information about each topic you have told each of these people.

The male friend and female friend refer to the one *particular* man and one *particular* woman whom you regard as closest to you at present. If you have no really close friend at present, then choose the two particular people who are the closest to you, even if they do not know you very well.

Write in an 0 if you know you have never talked about a given topic to the other person.

Write in a 1 if you have talked in general terms about a topic, but not in full detail. The other person has been given only a general idea about that particular side of you.

Write in a 2 *only if you know that you have talked fully* to the other person about that particular topic. You will use a 2 only for those topics where you know that the other person has full and accurate information about you *because you have taken the trouble to confide fully.*

For example: If you have never told your mother how you feel about your overall appearance, you would write in an 0. If you have told her that you are more or less satisfied or dissatisfied with your looks you would write in a 1. You would only write in a 2 if you have talked about your appearance to her in full detail, something like this: "I like my face, but I am not satisfied with the way my teeth look. I think I am about 10 pounds overweight. My feet are too big."

1. The beverages you do not like to drink, e.g., coffee, tea, coke, beer, liquor, etc., and your *preferred* beverages.
2. The groups or clubs or organizations you belong to, e.g., fraternity, lodge, bridge club, YMCA, professional organizations, etc.
3. Your favorite comics.
4. Your favorite television programs.
5. How you usually sleep, e.g., well, or poorly, or with help of drugs.
6. The possessions you are proudest of, and take greatest care of, e.g., your car or musical instrument, or furniture, etc.
7. Whether or not you have savings; if so, the amount.
8. Your favorite jokes--the kind of jokes you like to hear.
9. Whether or not you have planned some major decision in the near future, e.g., a new job, break engagement, get married, divorce, buy something big.
10. Your strongest ambition at the present time.
11. Your thoughts and feelings about other religious groups than your own.
12. Your views on the segregation of whites and Negroes.
13. What you regard as your chief handicaps to doing a better job in your work or studies.
14. How you feel about your choice of lifework.
15. The biggest disappointment that you have had in your life.
16. The feelings you have the most trouble controlling, e.g., worry, depression, anger, jealousy, etc.
17. Your most frequent daydream--what you daydream about most.
18. Characteristics of your mother that you do not like, or did not like.
19. The characteristics of your father that you do not like, or did not like.
20. The kind of behavior in others that most annoys you, or makes you furious.
21. Whether or not you do anything special to maintain or improve your appearance, e.g., diet, exercise, etc.
22. The subjects you did not, or do not like at school.
23. The kinds of music you enjoy listening to the most.
24. Your views about what is acceptable sex morality for people to follow.
25. What you feel the guiltiest about, or most ashamed of in your past.
26. What you are most sensitive about.
27. Things about the future that you worry about at present.
28. The chief pressures and strains in your daily work.
29. Things about your own personality that worry you or annoy you.
30. An accurate knowledge of your sex life up to the present--e.g., the names of your sex partners in the past and present, if any; your ways of getting sexual gratification.
31. Whether or not you have sex problems, and the nature of these problems, if any.

32. What particularly annoys you most about your closest friend of the opposite sex, or (if married) your spouse.

33. Your favorite reading materials--kinds of magazines, books, or papers you usually read.

34. Your personal religious views.

35. Your religious activity at present--whether or not you go to church: which one; how often.

36. Your food dislikes at present.

37. Your favorite spare time hobbies or interests.

38. Your chief health concern, worry, or problem, at the present time.

39. The things about your appearance that you like most, or are proudest of.

40. What you dislike about your overall appearance.

"WHO I CONFIDE IN"

Chart

Question Number	Mother	Father	Closest Age ___ Male Friend	Closest Age ___ Female Friend	Spouse	Stranger	Question Number	Mother	Father	Closest Age ___ Male Friend	Closest Age ___ Female Friend	Spouse	Stranger
1							21						
2							22						
3							23						
4							24						
5							25						
6							26						
7							27						
8							28						
9							29						
10							30						
11							31						
12							32						
13							33						
14							34						
15							35						
16							36						
17							37						
18							38						
19							39						
20							40						

EVALUATION OF DEVELOPMENTAL GUIDANCE EXPERIENCE

Developmental Task #1: Achieving new and more mature relationship with age-mates of both sexes

1. I felt that this DGE was:
   Excellent Good Average Not so good Poor

2. I actively listened or talked during this DGE.
   Strongly agree Agree Undecided Disagree Strongly disagree

3. I was satisfied with the extent of my participation in this DGE.
   Strongly agree Agree Undecided Disagree Strongly disagree

4. I have become more aware of who I confide in and why.
   Strongly agree Agree Undecided Disagree Strongly disagree

5. This method of learning about sharing confidences was:
   Really appropriate Appropriate O.K. Not necessary A waste of time

6. I would enjoy having more DGE's in this class:
   Strongly agree Agree Undecided Disagree Strongly disagree

Developmental Task #1: Achieving new and more mature relationships with age-mates of both sexes

Purpose: To help students clarify their thinking involving making a decision as to appropriate dress for a traditionally formal school function.

Level: 11th and 12th grades (English class)

Materials: Pencils, questionnaire, and evaluation form (see attached).

Suggested Procedure: Group students in circle; pass out questionnaire. When students have had time to read, decide, and rank decisions, begin the discussion.

Questions: No particular predetermined ones. Many arise as discussion progresses.

Comments: There could be many offshoots from the central idea: value of tradition, meaning of appropriateness, social-peer pressure, dress for business or career.

References: None

Follow-up:

Evaluation:

A. Observations: The students accurately perceived the situation. They weighed the options of conformity and individuality. The general atmosphere seemed easy and relaxed. Many personal anecdotes were related which elicited a variety of responses. All group members contributed. All members were attentive most of the time. The leader did provide some thought provoking questions and statements which added to the discussion. Most students expressed enjoyment and appreciation for the experience. However, the topic was not as broad or of immediate interest as it might have been.

B. Data: Two high school English classes took part in this DGE. A total of 64 students were involved in the two sessions. Five or six felt the DGE was good or excellent, thought members expressed their true feelings and would like more DGE's. Roughly two-thirds of the students reported feeling fine or very good during the DGE, talking with other group members, understanding more fully clothing and dress problems of the opposite sex, and felt the discussion of social functions was appropriate.

EVALUATION OF DEVELOPMENTAL GUIDANCE EXPERIENCE

Developmental Task #1: Achieving new and more mature relations with age mates of both sexes

Directions: Please circle the words that seem to fit most closely your responses to this DGE.

1. I felt that this DGE was:

   Excellent Good Average Not so good Poor

2. My feelings during the DGE were mainly:

   Fine Very good So-so Unpleasant Terrible

3. I talked with group members rather than the leader:

   Strongly agree Agree Undecided Disagree Strongly disagree

4. I thought the group members expressed their true feelings:

   Strongly agree Agree Undecided Disagree Strongly disagree

5. I understand more about the problems the other sex has regarding clothing and dress in general:

   Strongly agree Agree Undecided Disagree Strongly disagree

6. I felt that discussing a problem regarding social functions such as the Prom was:

   Really appropriate Appropriate O.K. Not necessary A waste of time

7. I would enjoy having more DGE's in this class:

   Strongly agree Agree Undecided Disagree Strongly disagree

Developmental Task #1: Achieving new and mature relations with age mates of both sexes

Purposes: To assist students in examining their own behavior in relationship to others and to better understand himself with respect to appropriate and maladaptive behavior.

Level: 11th and 12th grades (psychology).

Materials: Pencils, blackboard, attached ditto sheet and evaluation form for each student.

Suggested Procedures: Arrange the chairs in a circle. Initially, through discussion, have the class identify 8 personality traits which distinguish a well-adjusted person. These traits might include adjectives such as dependable, friendly, intelligent, tactful, sincere, humorous and reasonable. Pass out the enclosed chart and instruct students to write the 8 traits on the chart. Then have them rate themselves 5 (high) to 1 (low) on 2 points, I (ideal) and R (real), for each 8 traits. For example, if trait 1 is sincere, I might put I (ideal) below 5 (high) and R (real) below 3 (medium) on my current self-status. This would mean that sincerity is very important to me, but currently I am about average in this trait. Therefore, there is a discrepency between my desire to be sincere and my current performance in that trait.

Questions:

1. Are there any close agreements between your (I) ideal self and (R) real self?
2. Are there any wide discrepancies between your desired self and your current real self?
3. How do you feel about these convergences and discrepancies?

Comments: This DGE should probably not be used with a group for their first experience. It is quite personal and students should know each other somewhat before participating. The teacher or counselor should take part and share their feelings openly. In some cases it might be wise for the teacher or counselor to go first.

References: None

Follow-up: Discussion of Rogers client-centered theory of personality development. This DGE is a good introduction to the theory.

Evaluation:

A. Observation: (See Comments section above.)

B. Data: Twenty-five juniors and seniors took part in this DGE. Four out of five enjoyed participating in this experience and wanted to have similar DGE's in class, and actively listened during the session. Two-thirds of the students indicated they understood themselves more completely. They also were more clear regarding expectations they had for themselves and others. All students reported being relaxed.

Rating Yourself

On the following chart list the 8 attributes that the class identified as being characteristic of a well-adjusted person.

On a scale from 5 (high) to 1 (low) rate yourself on an ideal (I) and your real (R) status. Are there any close agreements and wide discrepancies between your ideal (I) self and your real (R) self?

Attributes that define a well-adjusted person	High 5 4 3 2 1 Low
(Example: sincere)	I R
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	

EVALUATION OF DEVELOPMENTAL GUIDANCE EXPERIENCE

Developmental Task No. 1: Achieving new and mature relations with age mates of both sexes

1. I wanted to participate in the DGE.

   Strongly Agree Agree Undecided Disagree Strongly Disagree

2. I actively listened or talked during the DGE.

   Strongly Agree Agree Undecided Disagree Strongly Disagree

3. I felt relaxed during the DGE.

   Strongly Agree Agree Undecided Disagree Strongly Disagree

4. Being able to identify some of the personality traits helps me better understand myself and what I expect of myself and others.

   Strongly Agree Agree Undecided Disagree Strongly Disagree

5. I would like to spend more time discussing the real and the ideal me, where I'm at and how I can get where I want to be.

   Strongly Agree Agree Undecided Disagree Strongly Disagree

6. I would enjoy having more DGE's in this class.

   Strongly Agree Agree Undecided Disagree Strongly Disagree

Developmental Task No. 2: Achieving a masculine or feminine social role

Purpose: To develop an understanding attitude in boys and girls towards girls that participate in athletics on a level with boys.

Level: 11th grade (Social Studies)

Materials: Pencils, copy of the story, questions and blackboard.

Suggested Procedures: Arrange chairs in a circle, hand out the problem and allow time for students to read it. Then instruct students to write down what Janet should do and why. Open the discussion by having volunteers state their opinions. Some students might be encouraged to role-play a discussion between Janet and her boyfriend, Janet and her girlfriends and Janet and the coaches. Onlookers can be asked how they think the actors feel.

Questions: Using questionnaire, get students' reactions and use these questions as a base for discussion.

Comments: Some students will have developed definite attitudes towards girls competing in athletics with boys, particularly those involved in athletics. These feelings may be what is considered socially accepted behavior for girls.

References: None

Follow-up: Invite boys' and girls' athletic directors in for discussion of their attitudes toward girls participating in sports.

Could have students conduct a poll of parents to find their attitudes and feelings towards the problem.

Evaluation:

A. Observation: The discussion was lively. All students took an active part and were attentive to each other. This topic generated a lot of interest in that it currently has been an issue in our school. Also, many boys appeared to have a similar outlook as Janet's boyfriend.

B. Data: Thirty 11th graders took part in this DGE. Five of six reported what they thought during the discussion. They felt the experience was a good way to express their feelings and the DGE made it easier for them to speak during class. One-half of them felt they had a better understanding of girls participating in sports and of the opposite sex.

Janet has participated in interscholastic athletics during her years in high school. She has become an excellent swimmer and a good competitor. Due to a recent change in school policy, she will now be able to try out for the boys' swim team. Janet has a strong feeling, and has had indications from the coaches, that she can make the team.

Janet also has a boyfriend and they are very fond of each other. She knows, though, that his feelings towards girls competing with boys on athletic teams are very negative. She feels that if she made the boys' swim team their relationship would suffer, which she wants to avoid.

What should she do?

ANONYMOUS QUESTIONNAIRE

Circle One:

I am a: Boy Girl

Directions: Circle one statement per letter

My feelings toward girls participating in athletics are:

A.	It is ladylike	It is not ladylike
B.	It is right to do	It is not right to do
C.	They should compete with girls	They should not compete with girls
D.	They should compete with boys	They should not compete with boys
E.	Athletics are fine for girls	Athletics have nothing to do with girls

OTHER COMMENTS:

STUDENT EVALUATION

Developmental Task No. 2: Achieving a masculine or feminine social role

Directions: Please circle the words that seem to fit most closely your response.

1. My attitude toward girls participating in athletics has changed since the DGE.

   Strongly Agree Agree Strongly Disagree

2. Before the discussion I had not given any thought to the subject.

   Strongly Agree Agree Strongly Disagree

3. During the discussion I said what I thought.

   Strongly Agree Agree Strongly Disagree

4. I felt the DGE was a good way for me to express my feelings.

   Strongly Agree Agree Strongly Disagree

5. It was easier for me to talk during the DGE than before.

   Strongly Agree Agree Strongly Disagree

6. The discussion made me take a good look at my own values.

   Strongly Agree Agree Strongly Disagree

7. I think I have a better understanding of others because of the DGE.

   Strongly Agree Agree Strongly Disagree

List the sports in which you feel girls and boys should compete against each other.

Developmental Task No. 2: Achieving a masculine or feminine social role

Purpose: To show role expectations result in particular behaviors normally conceived as being inherently feminine.

To examine feelings concerning the "exploitation" of females through strong adherence to stereotyped roles and expectations.

Level: 11th and 12th grades (human relations class)

Materials: Pencils, evaluation sheets and 4 or 5 males who have personalities strong enough to withstand the beauty contest rituals in front of others.

Suggested Procedures: Without hinting as to which sex will make up the nominees, try and build the contest to whet the male appetite and somewhat worry the females within the class. Have students write questions about things they would like to know, but would be afraid to ask out loud. Collect these questions and announce that you (counselor or teacher) as Master of Ceremonies for the contest will use these questions for asking the contestants. Have 3 or 4 girls, of previous choosing, stand up. Then, once everybody has noticed them, inform them they will be the judges and quickly have them sit down. Announce the 4 or 5 male contestants. Have them stand in the front of the room and do the typical beauty contest items such as talent, beauty walk, dress descriptions and personal questioning (possibly eliminating the swimsuit competition). Judges will select the winner and runners-up.

Questions: If not already asked, make sure to include with the questions that the students have written, specifically female-directed questions such as: What are your measurements? What do you think of men? Do you wear wigs?

Comments: This DGE is excellent for male/female role comparison. It can also be used to study and discuss body appearances, especially facial looks and the worth of such features in our society.

References: None

Follow-up: The DGE usually takes more than one day and moves nicely into similar DGE's from sex roles to Women's Lib.

Evaluation:

A. Observations: This DGE is fun. It is quite enjoyable for the students, as seen by the evaluation. Students who find it difficult to enter into discussion readily, participated in this DGE. The last time it was run, two students who had never spoken up before entered into the discussion several times.

B. Data Summary: Twenty-six junior and senior high students in a human relations class took part in this DGE. All reported looking at a beauty contest differently, rated the experience 4 or 5 (high) and judged the experience as good. All but 4 students felt enjoyment or comfort. The four male contestants felt some discomfort which they expressed verbally and probably on the evaluation sheet. Finally, 3/4 of the class members rated their participation as excellent or good.

EVALUATION OF DGE

1. This was a good group experience

   Strongly Agree Agree So-so Disagree Strongly Disagree

2. My participation in this group experience

   Strongly Agree Agree Not so good Poor

3. This group experience threw a different light on the whole beauty contest idea

   Strongly Agree Agree So-so Disagree Strongly Disagree

4. During the DGE, I felt

   Enjoyment Comfortable Uncomfortable It wasn't worth my effort

5. Overall, I would rate this group experience

   High Low

   5 4 3 2 1

Developmental Task No. 4: Achieving emotional independence of parents and other adults

Purpose: To help develop respect for a 'ts without fostering over-dependency.

Level: High school--English and social s.dies

Materials: Pencils and paper

Procedure: Initially, a list of six typical friction points were compiled through a class discussion. The following examples were given to start the discussion between them and their parents: dress and personal appearance, choice of friends, leisure activities, helping around the house, using the car, and curfews. Then, each class member ranked the points from one to six in order of conflict. Then they attached a common supporting argum t heard from the parents for the top three friction points. Then a discussion followed which explored the following questions:

1. How does your ranking compare with those suggested by others in the group?
2. How do your parents' arguments compare with those suggested by others in the group?
3. Why arguments seem reasonable?

Questions: See Procedure.

Comments: During this DGE do not just have students gripe about restrictive adults and parents. Initially some amount of this is important nd necessary. However, more discussion should focus upon how students have been successful in overcoming these problems with their parents. In addition, their viewpoints regarding why parents restrict them might also be explored.

References: None

Follow-up: DGE's exploring other aspects of emotional independence of parents and other adults.

Evaluation:

A. Counselor's Observations: Students were enthusiastic, but not overly excited. The DGE was very appropriate for these students; many were having difficulty with their parents. Everyone had ideas on their paper even though all of them did not contribute due to lack of time. This DGE went very well, perhaps on a lower key than others I have run. It appeared that many students modified their feeling toward parents in a more positive direction.

B. Data Summary: Following the DGE, a tailor-made eight-item, five-point scale was administered. (See next page.) All 24 students felt they expressed their true feelings, and most felt that arguments with adults occurred frequently. Twice as many as not felt they had changed their previous opinions about teenage and adult relationships. Over three quarters of the students wanted more DGE's about adult-adolescent relationships.

EVALUATION OF DEVELOPMENTAL GUIDANCE EXPERIENCE

Developmental Task No. 4: Achieving emotional independence of parents and other adults

Directions: Would you circle the words that seem to fit most closely your response to this DGE?

1. I talked in class more often than usual during this DGE.

   Strongly Agree Agree Undecided Disagree Strongly Disagree

2. I felt comfortable about discussing my feelings on this subject.

   Strongly Agree Agree Undecided Disagree Strongly Disagree

3. I was talking with other group members rather than to the leader.

   Strongly Agree Agree Undecided Disagree Strongly Disagree

4. I thought that the group members expressed their true feelings.

   Strongly Agree Agree Undecided Disagree Strongly Disagree

5. Young people do not have many arguments with parents and adults.

   Strongly Agree Agree Undecided Disagree Strongly Disagree

6. The arguments between young people and adults are unavoidable.

   Strongly Agree Agree Undecided Disagree Strongly Disagree

7. I changed some of my opinions about young people and adults during this discussion.

   Strongly Agree Agree Undecided Disagree Strongly Disagree

8. I would enjoy having more DGE's about parent and adult conflicts with young people.

   Strongly Agree Agree Undecided Disagree Strongly Disagree

Developmental Task No. 5: Achieving assurance of economic independence

Purpose: Provide insights into characteristics and qualities potential employers feel are important in an applicant.

Level: 9th grade (Social Studies)

Materials: Pencils, "Turn-on - Turn-off" sheet and evaluation forms for all students.

Suggested Procedures: Arrange desks in a circle. Conduct a brief class discussion regarding characteristics and behaviors appreciated and not appreciated by an interviewer. These could consist of things such as being on time or late for an interview, appropriate or inappropriate dress, being polite or impolite, having self-confidence or lacking self-confidence, etc. Try to have the class arrive at 10 to 15 positive and negative traits they feel employers look for. Then, ask each student to complete the situational sheet. Start the discussion by asking for volunteers to report the most important turn-off and turn-on and why they ranked them number 1. From time to time ask students if they see any trends in the characteristics or if they strongly agree or disagree with anyone's rankings.

Questions: See Suggested Procedures.

Comments: If possible, contact various employers in the vicinity and tell them what you plan to do in class. Ask if they would be willing to share any of the characteristics or qualities they look for in prospective employees. Later this information can be compared to the students' rankings.

References: None

Follow-up: See Comments. In addition, volunteer class members might role play interviewing situations which demonstrate certain appropriate and inappropriate behaviors. These might then be discussed by the class observers.

Evaluation:

A. Counselor Observations: The students were enthusiastic and excited. At the time the teacher was doing a vocation unit. He intended to follow up the DGE with more discussion. He also asked me if I would do more career type DGE's in his class.

B. Data Summary: This DGE was facilitated with 26 ninth graders. Nine-tenths of the group reported feeling the DGE was helpful in applying for a job. Three-fourths indicated they felt very good during the experience and would enjoy more DGE's on careers. Most thought the DGE was good and said they talked with each other directly. However, only about half felt that group members expressed their real feelings. It seemed that many felt that a number of people were overdoing the discussion of good qualities.

SITUATION

You are a high school graduate and a job applicant. As you prepare for a personal interview, you realize you will be making an impression, good or bad, on the person whom you see. List 3 things about you, or any job applicant, that would turn the interviewer "off" and 3 that would turn him "on." Try to rank them in order.

3 "TURN-OFF'S"	3 "TURN-ON'S"
1.	1.
2.	2.
3.	3.

EVALUATION OF DEVELOPMENTAL GUIDANCE EXPERIENCE

Developmental Task #5: Achieving assurance of economic independence

Directions: Please circle the words that seem to fit most closely your response to this DGE

1. I felt that this DGE was:

Excellent Good Average

Not so good Poor

2. My feelings during the DGE were mainly:

Fine Very Good So-so

Unpleasant Terrible

3. I was talking with other group members rather than to the leader:

Strongly agree Agree Undecided

Disagree Strongly disagree

5. I felt that discussing applying for a job was:

Really helpful Helpful O.K.

Not necessary A waste of time

6. I learned more about myself and my attitudes toward applying for a job:

Strongly agree Agree Undecided

Disagree Strongly disagree

8. This DGE made me feel _____

_____

9. I learned that I _____

_____

Developmental Task #8 Developing Intellectual Skills and Concepts Necessary for Civic Competence.

Purpose: To study and understand tasks with particular attention paid to the differences between recall and recognition.

Grade and Subject: Senior High Psychology Class

Materials: This demonstration requires about 15 miscellaneous objects. In presenting this experiment to a class, the following items have been used: ink bottle, homecoming button, bottle of aftershave lotion, photographic slide, can opener, sponge, potato, can of soup, pill bottle, light bulb, orange juice can, paperback book, envelope, spoon, and octopus outlet.

A mimeographed list of the above items, interspersed with the names of an additional 25 items. Also, students will need pencils and an evaluation form.

Suggested Procedures:

1. All the items are hidden under a cloth or in a paper bag. Then items are presented one at a time in a predetermined order. Students are told that they will be asked to remember the items presented. After each item is shown it is put in a paper bag or otherwise removed from view.

2. One-half of the class is asked to list as many items as they can remember. The other half is given the mimeographed list and asked to check off the items they saw.

3. Then the items are shown again so that the students can check off the items they saw.

4. The mean number remembered is determined for both the recall and the recognition groups.

5. After discussion of items remembered and forgotten, and of systems to help remember what is seen, the experience can be repeated with different items.

Questions: This DGE, naturally, leads to general questions about testing such as the worth, purpose, type, alternatives and equality of the various types. Two useful discussion questions are:

1. Which condition resulted in the greatest amount of remembering--recall or recognition? (Usually recognition is superior to recall.) What implications does this have for testing? For really learning?

2. Did *you* utilize any systems to recall or recognize items? What systems *might* be used?

3. Does this demonstration say anything about testing? This question can lead to a discussion of the relative merits of multiple-choice and essay questions.

4. How did you feel about remembering more or fewer items than others did? What's the significance of "begin good" at quick remembering? Of not being good at it?

Comments:

1. If time permits, the instructor may wish to go over the list and determine the items which were most easily remembered. Also, answer sheets may be collected and some statistics computed for presentation at the next class. For example, with 28 students, everyone recalled the potato but only a third of the students recalled the bottle of aftershave lotion. Why are some items more easily remembered?

2. The order in which the materials were presented may possibly have a bearing on recollection. To check this, a graph could be drawn on the board with "mean number recalled" on the ordinate and "serial position" on the abscissa. Make a plot for each item drawing separate graphs for the recall and recognition groups. What is the significance of this observation?

3. One or two class periods after that in which demonstration-discussion of which condition resulted in the greatest amount of remembering--recall or recognition. Ask the students to list as many of the previously presented items as they can recall. Why do some things remain "in our memory" better than others?

References: Luh, C.W., The conditions of Retention, *Psychological Monogram*, 1922, 31, No. 142

Follow-up: Examine and/or choose examples of certain types of tests and discuss them in terms of their methods of usefulness of results.

Evaluation:

A. Data Summary

(See Evaluation Sheet)

All but 3 of the 28 class members reported a greater understanding of testing and assessment problems in learning. Almost all students indicated good feelings doing the experiences, talking with other class members during the discussions rather than just the teacher, felt the experience was excellent and wanted more DGE's.

EVALUATION OF DEVELOPMENTAL GUIDANCE EXPERIENCE

1. I felt that this DGE was:

   Excellent Good Average Not so good Poor

2. My feelings during the DGE were mainly:

   Fine Very good So-so Unpleasant Terrible

3. I talked with both group members and the leader:

   Strongly Agree Agree Undecided Disagree Strongly Disagree

4. I understand more about the problems involved in testing and assessing learning.

   Strongly Agree Agree Undecided Disagree Strongly Disagree

5. I would enjoy having more DGE's in this class:

   Strongly Agree Agree Undecided Disagree Strongly Disagree

Developmental Task #6: Selecting and preparing for an occupation

Purpose: To explore values important to students when considering a possible future occupation.

Level: Junior high school or above.

Materials: Three 3 x 5 cards per person, and pencils.

Suggested Procedure: Begin with general discussion about occupations, what makes a job enjoyable and worthwhile, etc. Then ask each member to list what he or she considers the three most important values in an occupation. The group is then told they must give up one of the job values listed. Each member then tells the group which value was eliminated and why. This is done with another value, leaving only the *most important* value. Each one is then asked to tell what this value is and explain why it is so important.

Questions: 1. How do you feel about being forced to discard a job value which is important to you? 2. Do you wonder about the reasons for yours and others' values? 3. Are there any values which prevail in this group?

Comments: Group members indicated which values were important to them and discussed occupations which might fulfill their needs. There was good interaction between group members. It is a good DGE for a quiet group. Each member has to speak at least 3 times and explain his or her feelings about occupational values. It seemed to be relevant to everyone in the group. At times the facilitator had to ask for specific examples of the general values presented.

The next session will partially be devoted to briefly reviewing interpretations of the Strong Vocational Interest Blank. The group will then be asked to consider what occupations their interests suggest as possibilities for them, and the relationships, if any, between these and their personal values.

Reference: None

Follow-up: See Comments

Evaluation:

A. Summary Data: A tailor-made nine-item, four-point rating scale was administered (see next page). All reported that they felt comfortable during the discussion, thought career planning was an interesting topic, and that they would enjoy having more DGE's on this topic. More than 4/5 of them reported talking to others directly, thought their peers expressed true feelings, felt they learned more about themselves as related to jobs, and felt they could learn more about occupations suitable for them. However, student ratings regarding their amount of talking during the DGE were mixed.

B. Counselor's observations: I saw the members frequently laughing and smiling. They listened carefully to each other and felt free to ask each other about their values related to a job. The classroom teacher said he could use more activities like this in his career unit.

EVALUATION OF DEVELOPMENTAL GUIDANCE EXPERIENCE

Developmental Task #6: Selecting and preparing for an occupation

Directions: Would you circle the words that seem to fit most closely your response to this DGE?

1. I wanted to participate in this DGE.

   strongly agree agree disagree strongly disagree

2. I actively listened and talked during the DGE.

   strongly agree agree disagree strongly disagree

3. I felt comfortable during this group experience.

   strongly agree agree disagree strongly disagree

4. I learned something about myself during this group experience.

   strongly agree agree disagree strongly disagree

5. I learned something about someone else during this group experience.

   strongly agree agree disagree strongly disagree

6. I felt group members expressed their true feelings during the discussion.

   strongly agree agree disagree strongly disagree

7. My point of view has changed somewhat as a result of this group experience.

   strongly agree agree disagree strongly disagree

8. I feel this DGE was worth the class time involved.

   strongly agree agree disagree strongly disagree

9. I would like to participate in another DGE.

   strongly agree agree disagree strongly disagree

Developmental Task #6: Selecting and preparing for an occupation

Purpose: To review values held concerning various occupational areas.

Level: 11th grade (social studies)

Materials: Paper, pencils, blackboard, occupational sheets, evaluation sheets, occupational tally sheets.

Suggested Procedure: Each student is given an occupational role to play. Role playing is briefly explained. Then the students are told that ten members of the group are to be chosen for an important governmental assignment where they will assist a semi-backward cultural group in building a "great society." Each student is given a maximum of one minute to tell why he should be included in the assignment. Students are given an opportunity to add to each other's presentation if they desire. After all presenters have finished, students are encouraged to discuss positive points of why certain occupations should be included in the assignment. After the discussion, a tally sheet is given each student, and he is told to choose the ten occupations he feels should be included. These are tallied and written on the blackboard while the students fill out the evaluation sheet. The next day a brief discussion is held conveying the results. An important focus could be the reason certain occupations were picked.

Questions: The facilitator should be aware of the feelings of the group and raise questions that evolve from them.

Comments: The socio-economic backgrounds of the community will probably be reflected in the discussion. This question might be raised after the tallies are completed.

References: *Occupational Outlook Handbook*

Follow-up: Will depend on the outcome of the DGE. Possibly values placed on occupations requiring much education could be explored in a later DGE.

Evaluation: (see attached form)

The 31 students' overall reaction was excellent. They enjoyed the change of pace, and most of them had something to say. All but one reported being at ease during the DGE. All but three reported they would like to participate in additional DGE's, and the three contrary reports were all undecided. The vast majority of those reporting on how the DGE could be improved upon suggested that there was not enough time for discussion (a positive thing in our judgment). In answering the open-ended questions (I feel, I learned that) all responses were positive and indicated movement toward growth.

A TRIP YOU WANT TO GO ON

A group of people, each with a different occupation, has been assembled to choose a select group of 10. This select group will be spending 5 years in a semi backward nation as they attempt to begin building a "great society." This is a very desirable opportunity for you, and you want to convince the other members of the group that your occupation will be needed in this excursion. You have one minute to convince the others of the importance of your job. After each person talks, you will have the opportunity to ask questions or discuss what has been presented. You will then have an opportunity to actually pick the ten individuals who will go.

ACCOUNTANT:	Maintains accounts and records or supervises subordinates in such bookkeeping activities as recording disbursements, expenses, or tax payment or in maintenance of accounting control over inventories or purchases.
MINISTER:	Conducts religious worship and performs other spiritual function associated with beliefs and practices of religious faith or denomination as delegated by ordinance, license, or other authorization and provides spiritual and moral guidance to membe
FORESTER:	Manages and develops forest lands and their resources for economic and recreational purposes.
EMPLOYMENT COUNSELOR:	Interviews job applicants in employment agency and refers them to prospective employers for consideration. Records and evaluate such information as job experience, education and training, skills, knowledges, and abilities.
AGRICULTURAL ENGINEER:	Applies engineering technology and knowledge of biological sciences to agricultural problems concerned with power and machinery, electrification, structures, soil and water conservation, and processing of agricultural products.
PHYSICIAN:	A term for persons with degree of doctor of medicine who diagnose and treat diseases and disorders of the human body.
REGISTERED NURSE:	Performs acts requiring substantial specialized judgment and skill in observation, care and counsel of ill, injured, or infirm persons and in promoting health and prevention of illness
GEOLOGIST:	Studies composition, structure, and history of earth's crust; examines rocks, minerals, and fossil remains to identify and det mine sequence of processes affecting development of earth.
ACTOR:	Portrays role in dramatic production to interpret character or present characterization to audience: rehearses part, learning lines and cues as directed.
SOCIAL WORKER:	A term applied to a worker performing social service functions in a public or voluntary social welfare agency, organization or department.
TEACHER:	Instructs students in one or more subjects, such as English, mathematics, or social studies, in private, religious, or public secondary school (high school): instructs pupils through lectures, demonstrations and audio-visual aids
DRAFTSMAN:	Prepares clear, complete, and accurate working plans and detail drawings from rough or detailed sketches or notes for engineering or manufacturing purposes, according to specified dimensions.
BARBER:	Provides customers with barbering services. Cuts, trims and tapers hair, using clippers, comb and scissors.

FOREMAN:	Supervises and coordinates activites of workers engaged in one or more occupations.
BRICKLAYER:	A term applied to any worker when working with artificial stone, brick, concrete, stone and the like.
CARPENTER:	Constructs, erects, installs, and repairs structures and fixtures of wood, plywood, and wallboard, using carpenter's handtools and power tools, and conforming to local building codes.
ELECTRICIAN:	Plans layout and installs and repairs wiring, electrical fixtures, apparatus and control equipment.
PLUMBER:	Assembles, installs, and repairs pipes, fittings and fixtures of heating, water, and drainage systems, according to specifications and plumbing codes.
MACHINIST:	Sets up and operates machine tools, and fits and assembles parts to make or repair metal parts, mechanisms, tools, or machines, applying knowledge of mechanics, shop mathematics, metal properties and layout machining procedures.
AUTO MECHANIC:	Repairs, and overhauls automobiles, buses, trucks, and other automotive vehicles.
ARTIST:	A term applied to persons proficient in a particular field, such as painting, sculpture, literature, music or dancing.
DRUGGIST:	Compounds and dispenses medications, following prescriptions issued by physician, dentist or other authorized medical practitioner.
LAWYER:	Conducts criminal and civil lawsuits, draws up legal documents, advises clients as to legal rights and practices other phases of laws.
FARMER:	A term used to designate a person who manages a tract of land devoted to production of exploitation of plants and animals.
TRUCK DRIVER:	A term applied to workers who drive trucks to transport materials, merchandise, equipment or men.
MINING ENGINEER:	Determines location and plans extraction of coal, metallic ores, nonmetallic minerals, and building materials such as stone or gravel.
LABORER:	Performs any combination of tasks.
PILOT:	Pilots airplane to transport passengers, mail, or freight, or for other commercial purposes.
COOK:	Prepares and cooks family-style meals for crews, work crew, or residents and employees or institutions.
BANK CASHIER:	Directs bank's monetary programs, transactions, and security measures in accordance with banking principles and legislation.

HOTEL MANAGER:	Manages and maintains temporary or permanent lodging facilities, such as small apartment houses, motels, small hotels, and trailer parks.
SECRETARY:	Schedules appointments, gives information to callers, takes dictation, and otherwise relieves officials of clerical work and minor administrative and business detail.

TALLY SHEET

Check the 10 occupations that you feel should be included in this project.

____ACCOUNTANT
____DRAFTSMAN
____FARMER
____MINISTER
____BARBER
____TRUCK DRIVER
____FORESTER
____FOREMAN
____MINING ENGINEER
____EMPLOYMENT COUNSELOR
____BRICKLAYER
____LABORER
____AGRICULTURAL ENGINEER
____CARPENTER
____PILOT
____PHYSICIAN

____COOK
____NURSE
____ELECTRICIAN
____PLUMBER
____BANK CASHIER
____GEOLOGIST
____ACTOR
____SOCIAL WORKER
____AUTO MECHANIC
____MOTEL MANAGER
____SECRETARY
____TEACHER
____MACHINIST
____ARTIST
____DRUGGEST
____LAWYER

EVALUATION

1. How did you feel about the role you played?

   comfortable uncomfortable in between

2. In general, on what basis did you choose your 10 occupations to be included?

   ____their importance to society

   ____personal knowledge of people in these occupations

   ____educational level attained

   ____other (explain)

3. My attitudes concerning the values of certain occupations.

   ____changed for the most part

   ____remained the same for the most part

   ____changed somewhat

   ____other (explain)

4. I felt at ease during the DGE.

   strongly agree agree undecided disagree strongly disagree

5. I would like to participate in other DGE's.

   strongly agree agree undecided disagree strongly disagree

6. How could this DGE be improved upon?

7. I feel

8. I learned that

Developmental Task #6: Selecting and preparing for an occupation

Purpose: To make students aware of the many different occupational areas available to them. To review with them why people select the occupation that they do - factors in occupational selection. To discuss occupational stereotypes as they related to male and female roles and opportunities.

Level: 9th grade (Civics)

Materials: Pencils, scratch paper, and evaluation form

Procedure: Students are told to write down five different occupations on scratch paper. Then each student names an occupation off his sheet and these are tallied on the blackboard. After two or three rounds of the class, students are asked whether any of the occupations on the board are exclusively open to males or females. Reasons why or why not are discussed. The students are then asked to pick an occupation and indicate why or why not they would choose this occupation. Factors mentioned are tallied and discussed.

Questions: How many occupations chosen are common to this area? How do the girls feel about pursuing traditionally male occupational areas? How about boys in nursing or clerical? How do students feel about the years of education needed for some occupations?

Comments: This DGE went extremely well with all of the six 9th grade classes in which it was conducted. The atmosphere was relaxed, and each student seemed eager to comment. The "male-female" role conflict proved humorous, yet thought provoking. The reasons given for wanting or not wanting to go into a given occupation provided a good start to discussion of why adults do what they do.

References: None

Follow-up: Could spend a day on the male-female role conflicts. Colleges and vocational school exploration could also be done.

Evaluation:

A. Data Summary: Almost all of the 28 students indicated that they enjoyed this DGE. Most all felt that there were not too many "physical barriers" for most jobs. It became evident that some of the 9th graders wanted to start making money as soon as they were out of high school. All of the students indicated they felt at ease during the DGE and would like to take part in more of them.

B. Observations: Some of the occupations given by students were common to the area of northeastern Minnesota (bush pilot, camp guide, etc.). In going around the room two or three times (depending on the size of the class), there were very few students unable to name an occupation which had not already been named. The students seemed surprised at the amount of time needed to get into many occupations. This DGE is a good introductory stimulator to a unit on educational and occupational exploration.

EVALUATION OF DGE

1. This DGE was:

   enjoyable fair poor

2. There may be a job which females are unsuited for because of being physically weaker:

   yes maybe no

3. My vocational choice is:

   realistic possible not realistic

4. This DGE made me think about my future job:

   a lot some not at all

5. I would like to know where to find information about my future job:

   yes maybe no

6. I would like to talk with someone about my future job plans:

   yes maybe no

7. I was honest in my written responses on the DGE:

   always usually sometimes never

8. I was honest in what I said during the discussion:

   always usually sometimes never

9. The school should do more to help students consider their future jobs:

   yes maybe no

10. The most important element in a job for me now is _____

    _____

Developmental Task #9: Desiring and achieving socially responsible behavior

Purpose: To provide the students with an opportunity to experience social discrimination and accompanying frustration vicariously.

Level: 10th and 11th grade class in social studies

Materials: Small cards with tape or pins for attaching them to people

Suggested Procedure: Select several individuals, preferably "more assertive and demonstrative ones and numbering approximately 1/4 the group size. Have the counselor give the directions to the intruders. These intruders are to be given the following instructions outside the room:

"You are to return to the group site and enter as individuals or small clusters of two or three, size increasing as you enter. Upon entry you are free to sit anywhere you please - your purpose is to arbitrarily displace the group members (natives); you can allow them to sit whenever they find room; you may designate they sit in a particular chair (if occupied you may allow the two natives to resolve it as they wish; the transient native may displace the resident, they may co-exist tables, on ledges, etc. - the more discomforting the better; you may allow them private space or increase their population density by crowding them (preferable).

If you encounter resistance you cannot cope with, you may issue that individual a "death" card and they cease to exist. You as intruders may be issued death cards from the natives but you may "come to life" again simply be exiting the room and returning. The natives cannot do this. Their death sentence is final.

The teacher should instruct the remaining class members in the room as follows: "You will encounter intruders soon! You *must* do as you are told if you are to survive. You may issue a death card to those intruders who are particularly offensive, or also to your fellow group's members. Your powers to inflict "death" are limited so use them wisely." If you are given a death card, you must leave the room and stay in the hall until requested to return.

Issue "death" cards as follows: 1 to every 3 natives; 3 to every intruder.

Following this 20-minute experience form a circle for discussion. Then ask the questions listed under Questions.

Questions:

1. How did you feel as intruders? Natives?

2. How did you feel about the intruders? Natives?

3. What about the power to inflict death? The intruders seemingly being immortal?

4. Did any native inflict indignities on other natives due to pressure from intruders?

5. Did you enjoy your power? Your powerlessness?

6. Over time did your outlook change as an intruder or native?

7. Do you see any historical and current parallels to this experience? (Indians - Trail of Broken Treaties, etc.)

Comments: If necessary, as the invasion proceeds, encourage the intruders to be more demanding and demonstrative. If any natives do not follow directions of the intruder, tell the native it is necessary to do this. These directions can be given through the intruder. Sometimes this is a physically demanding exercise. Make sure any students with physical problems are protected. Also encourage them to use their "death" cards more blatantly. Make sure to have at least 30-40 minutes for discussion. At times, you may wish to ask certain people to tell how they felt when required to do certain things.

References: None

Follow-up: Discuss treatment of minority groups in this country.

Evaluation:

A. Observation: This is an exciting DGE. Although it is just a very brief experience, students do appear to get a taste of what it is like to overly discriminate and be discriminated against. At times, the experience becomes quite tense. The discussion following the experience was excellent!

B. Data Summary: The results of the evaluation form is quite mixed. In certain areas, I think this is due to the different type of roles played by invaders (more comfortable) and inhabitants (less comfortable). Approximately one-half of the 28 students felt tense and the other half felt relaxed. A similar split was reported with regard to speaking freely and expressing ideas and feelings.

Almost all students reported the DGE was personally helpful; they became more aware of how they discriminate, and felt they gained new insights into the issue of discrimination.

EVALUATION OF DEVELOPMENTAL GUIDANCE EXPERIENCE

Developmental Task #9: Desiring and achieving socially responsible behavior

Directions: Please circle the words that seem to fit most closely your responses to this DGE.

I. During this session I felt:

Extremely relaxed Very relaxed Relaxed

Tense Very tense

2. I felt free to speak my feelings and ideas during this session:

All of the time Most of the time Some of the time

Little fo the time None of the time

3. I think other group members were free and open in expressing their ideas and feelings during this session:

All the time Most of the time Some of the time

Little of the time None of the time

4. To me personally this DGE has been:

Very helpful Helpful Somewhat helpful

Unhelpful Very unhelpful

5. As a result of this session, my perceptions of how I discriminate and am discriminated against:

have become clearer to me Yes_____ No_____

have changed Yes_____ No_____

6. I believe there are times when discrimination should be acceptable for the good of mankind:

Strongly agree Agree Undecided

Disagree Strongly Disagree

7. During this discussion, I have gained some new insights into the issue of discrimination:

Strongly agree Agree Undecided

Disagree Strongly Disagree

Developmental Task #10: Acquiring a set of values and an ethical system as a guide to behavior

Purpose: To promote the development of values through exposure to solutions of a moral dilemma that are different from one's own, and to stimulate growth through discussion of the reasons for choices and through sharing ideas.

Level: High school, college, or adult

Materials: A copy of the moral problem for each participant.

Suggested Procedure: Have each member of the group read the moral dilemma, decide on and write down his course of action and his reasons for it. Then open the discussion by having several members give their decisions, and continue with a discussion of the solutions and their reasons. After some discussion, if interest level lags, role playing could be carried out to give members a feeling for the way it looks to those involved. One role play situation would be for the counselor to call the student in to tell him of the counselor's decision. Another would involve a discussion between principal and counselor. People of differing views should take turns playing the roles.

Questions: See the moral dilemma, next page.

Comments: If the group tends to agree quickly on a course of action, the facilitator should remind them of other issues involved, such as asking how they would deal with the rights of the "other side" involved. Near the end of the time it may be well to point out explicitly the various levels at which the reasoning occurred or could occur--from pure self-interest to broadly altruistic views.

References: None for the DGE. General reference, the work of Lawrence Kohlberg on moral stages.

Follow-up: Further DGE's exploring the moral problem of conflice between the interests of the individual and the group, or on value problems related to drug use.

Evaluation: Of the 26 counselors and teachers who participated, 21 would like more DGE's of this type and five were uncertain; 21 were at least somewhat satisfied with their own participation (five would have wanted to participate much more). Twenty indicated they had gained much or some new insights during the DGE, seven described specific ways in which they had changed their original decision because of the discussion, eighteen felt there was about enough time for the discussion. Several wanted more information about the case; three were disturbed by having "one or two dominate" or "act like authorities."
The facilitator noted that during the discussion, arguments for reporting the boy to authorities included: a. to punish him; b. to obey the law; c. to protect himself; d. to protect other students. Arguments for not reporting included: a. respect of confidentiality; b. loss of effectiveness with students; c. it would hurt him and not help others; d. a way to serve justice for all must be worked out.

THE PROBLEM

At Wellburn High School in Centre City, counselor Ralph Adams sat is his office pondering what he ought to do. There had been a heavy upsurge in the use of drugs recently at Wellburn--mostly marijuana, amphetamines, barbiturates, and some hallucinogens. Ralph had been seeing more and more evidence of disturbing and destructive effects of drug use as time went on.

Then a few weeks ago he had heard that senior Nate Williams was involved in the use and sale of drugs. This concerned Ralph deeply, for he liked Nate a lot and knew him as a very sensitive, capable human being with a lot of promise. He called Nate in and faced him with the report he had heard. Nate admitted freely that he was on drugs fairly heavily, and because he came from a poor family he had had to sell some to pay for his own drug use. At the same time, he said, he really felt concerned and wanted to stop.

Nate explained that he had gotten into drugs heavily while in a long period of depression and lack of hope about the way he felt the country and world were going. In the last two years, Nate had been a very active leader in a campaign for student rights within the school and also in social protest in the community. He had received some unfavorable publicity from the local press and had been threatened several times. He had also clashed publicly with the school principal and on one occasion, the principal had come off looking rather bad in the exchange.

Ralph asked Nate to seek help at a local drug center, but Nate refused, saying he could not be sure that if he went there the word would not get out that he was on drugs, and if that happened, he felt the authorities would begin a harassing surveillance--in fact, he said he had already been stopped and searched twice. He trusted Ralph and agreed to start coming in to see him. He did come in for three weeks, and Ralph was quite pleased with the fact that Nate apparently was putting up a good fight, cutting back very sharply in his drug use.

However, he had not come in for a week, and the other day Bill Jones, another senior and a friend of Nate's, was hospitalized for overdosing on barbiturates. He was still in a coma and obviously in very serious condition. Ralph strongly suspected that Nate had provided him with drugs. Ralph's concern over the situation grew each day as more locker breakins and local small robberies began to occur, and he heard rumors of extortion and other acts occurring in the school. He wondered who the next one to o.d. would be.

Ralph thought about telling the principal, Mr. Caleb. Mr. Caleb, a friend of his, was known as a fair, if stern, administrator who had, in the past, been quite successful in using school sanctions and threats of punishment to influence the behavior of students. Ralph thought Mr. Caleb would have the means to pressure Nate into seeking professional help; still, knowing of Mr. Caleb's feelings for Nate, he hesitated. He thought about the locally very rigid drug laws and penalties, and about Nate's reputation in the community. What to do, he wondered?

If you were in Ralph's position, indicate below what action you would take, and your reasons or the factors you considered in deciding what to do.

1. What decision would you now make if you were in Ralph's position?

2. If this represents any change in your original position, how was it changed, either as to your action or your reasons for it?

3. With respect to the problem of considering the individual vs. the group interests, did you gain

very much new insight	much new insight	some new insight	no new insight

4. How satisfied were you with your own participation?

very satisfied	somewhat satisfied	would have liked to participate much more

5. Was there time enough to deal with the problem?

more than enough	about enough	needed slightly more time	need much more time

6. Would participation in more DGE's of this type be of value to you?

Yes_____ No_____ Uncertain_____

7. In general, when people arrive at decisions in cases of this type in life, how much do you think they are influenced by rational moral principles vs. emotions?

purely rational principles	both enter in about equally	purely emotional factors

8. In what order would you rank the following bases for arriving at a decision? (1=highest importance, etc. - rank as many as you feel able to)

obedience to the law _____
protection of the student body _____
punishment of the student _____
principle of confidentiality _____
protection of the public _____
retention of students' trust in you _____
protection of your own job _____
other (list) _____

General Comments:

Developmental Task No. 10: Acquiring a set of values and an ethical system as a guide to behavior

Purpose: To help clarify and stimulate thinking about one's values by focusing on some areas in life in which value decisions are made. To aid learning about values through sharing and discussion.

Level: High school, college, or adult

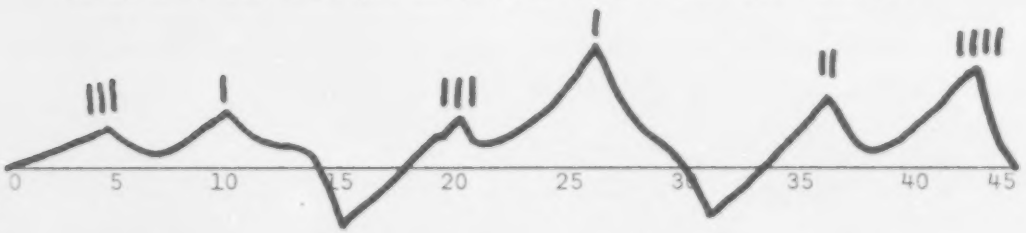
Materials: A blank sheet of paper for each participant. (Instructions will be given verbally.) An evaluation sheet following the exercise.

Suggested Procedure: Arrange the group in a circle. Give each participant a blank sheet of paper and give the following verbal instructions:

a. Draw a line across the middle of your paper. Number the line in intervals of 5's, from zero to your present age. Place these numbers under the line you have drawn.

b. Starting at zero, graph the "high" and "low" points in your life by using a line above your life line.

c. Try to recall persons who were significant to you during your "high" and "low" periods. Denote these people by placing a tally mark for each one above your "high" and "low" points.



Questions: No specific questions. The facilitator should be alert to the feelings of the group and ask questions that evolve from them.

Comments: The life line helps people to see how others have influenced them in making their numerous value decisions. The line is a pictorial representation of one's life to date, with the high and low peaks serving as points of reference. It affords a view of past events in their relationship to the individual's present life situation and points out the relative importance of influences by others on the present.

References: None are known for this exercise.

Follow-up: A single session is not enough for exploration of one's values. Group participants hopefully will have gained an awareness of how the on-going process of establishing a value system makes a difference in living.

Evaluation: (see following page)

EVALUATION OF DGE

Developmental Task No. 10: Acquiring a set of values and an ethical system as a guide to behavior

A. Directions: Check 1-4 and comment

1. Did you find this group experience: 1 - Very Good _____, 2 - Good _____, 3 - Fair _____, 4 - Poor _____, 5 - Very Poor _____, Comments _____

_____

2. Did the group experience help you to become more aware of your feelings about yourself? Yes _____ No _____ Explain _____

_____

_____

3. Did the group experience help you to become more aware of the ways you relate to others? Yes _____ No _____ Explain _____

_____

_____

4. Would you like to have another group experience of this type? Yes _____ No _____ Why or why not? _____

_____

B. Directions: For 5-8, please write a sentence or two about reactions.

5. What did you find most frustrating? _____

_____

6. What did you find most helpful? _____

_____

7. How can this type of experience be improved? _____

_____

8. Comments: _____

_____

Developmental Task No. 10: Acquiring a set of values and an ethical system as a guide to behavior

Purpose: To help clarify and stimulate thinking about one's values by focusing on some areas of life in which value decisions are made. To permit learning about values from sharing and discussion.

Level: High school, vocational school, or college

Materials: "Coat of Arms" handout, pencils - evaluation sheet

Procedure: Tell them the purpose of the DGE and pass out "Coat of Arms" handout. Then have students quickly fill in the six boxes without concern for artistic results. After completion, pick out different boxes and ask volunteers to show and share their drawings and why they drew what they did. After most volunteers have expressed their ideas, ask if they can begin to identify some values that seem to be behind their pictures. After group identification of some or most of the values, have students turn their paper over and write down a quick list of some of the values they could identify from each one of the six pictures they have drawn.

Questions: Are #1 and #3 difficult to do or to share with the group? Why or why not? Which box was easiest or hardest to draw?

If a number of students picked peer group members for #4, ask for specifics about why the opinions of their friends have had more influence on them than those of parents, etc.

Do you change some of your values to go along with people you care about? Reverse #6. What three words would you not like to have said about you? Are those words also part of what you value greatly?

How does #5 affect you? Are you forced to think about what's really important to you when given time limits, i.e.; if you had two days to spend with someone you really like, what would you decide to do? Why?

Comments: Some students will probably be concerned at first about artistic results. Encourage spontaneity and don't allow too much time for picture drawing. Keep students on the topic of exploring and identifying these value areas. Some definition of #2 may be necessary for younger students.

References: "Coat of Arms" was taken from Deciding: A Leader's Guide, Gelatt, H. B., Varenhorst, Barbara, and Carey, Richard, College Entrance Examination Board (CEEB), 1972, Princeton, New Jersey.

Follow-up: The above DGE is part of an entire unit to teach students how to make decisions. It includes a leader's guide and student booklets, and can be ordered from: Deciding, Publications Order Office, College Entrance Examination Board, Box 592, Princeton, New Jersey 08540.

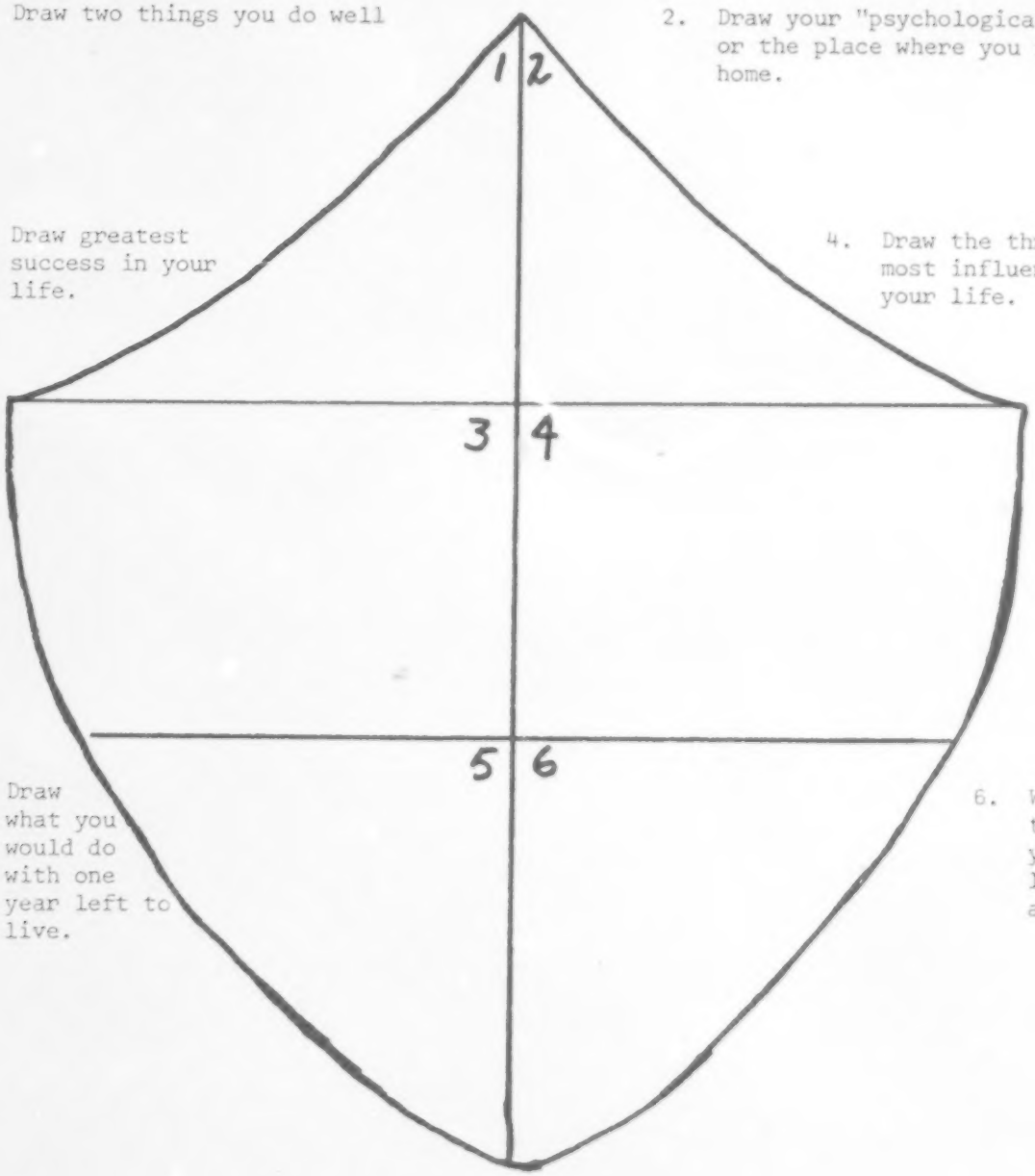
Evaluation: See next page for evaluation form.

COAT OF ARMS

Without concern for artistic results, fill in the six areas of the drawing below to make your own personal "coat of arms."

1. Draw two things you do well

2. Draw your "psychological" home or the place where you feel at home.



3. Draw greatest success in your life.

4. Draw the three people most influential in your life.

5. Draw what you would do with one year left to live.

6. Write the three words you would like said about you.

EVALUATION OF DEVELOPMENTAL GUIDANCE EXPERIENCE

Developmental Task No. 10: Acquiring a set of values and an ethical system as a guide to behavior

Directions: Please circle one answer for each question. Chose those words that seem to fit most closely to your responses to this DGE.

1. I wanted to participate in the DGE.

*Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
40	31	4	8	0

2. I actively listened or talked during the DGE.

*Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
30	36	3	14	0

3. I felt relaxed during the DGE.

*Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
61	15	4	3	0

4. I felt that I learned something about myself and my values during the DGE.

*Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
46	34	1	2	0

5. Being able to really identify some of my values helps me better understand myself.

*Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
54	25	2	2	0

6. I would like to spend more time exploring my values.

*Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
53	19	2	0	0

7. I would enjoy having more DGE's in this class.

*Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
57	20	1	5	0

*The numbers below the words indicate individual responses of members of five high school classes (83 students) during the administration of this DGE.

APPENDIX C

1972 DEVELOPMENTAL GUIDANCE WORKSHOP

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5. Bel Heieie
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   Cloquet, MN 55720

6. Karla Jo Hoerschgen
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   Cloquet, MN 55720

7. Mrs. Norma McCulloch
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   Duluth, MN 55808

8. Deslove Zakula
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19. Sidney R. Moore
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20. Barbara Marie Veit
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21. Ronald G. Lillie
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23. George D. Peterson
    Hibbing High School
    Hibbing, MN 55746

24. Marcia Irene Smith
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International Falls, MN 56649

26. Ronald J. Tarro
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27. John Bajda
McGregor High School
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28. Irene Bright
McGregor Schools
McGregor, MN 55760

29. Michael F. O'Brien
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